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ABSTRACT

This survey was made to identify, describe, and analyze research related to social work education published between 1960 and 1968, and to provide classified abstracts of the relevant research. In addition, it is hoped that the survey will identify and call attention to major trends and gaps in research in social work education. After an introduction to the survey in Chapter One, Chapter Two presents the methodology of the project. Chapters Three through Six give the content of social work education: (1) history and philosophy; (2) manpower supply; (3) curriculum; and (4) institutional characteristics and inter-institutional relationships. Chapter Seven summarizes the survey, discusses trends and gaps in research, and the limitation of this survey.

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FINAL REPORT

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ANALYTICAL SURVEY
OF
RESEARCH RELATED TO SOCIAL WORK EDUCATION

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Council on Social Work Education
345 East 46th Street
New York, N.Y. 10017

October 1969

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CHAPTER ONE

Introduction

The Purpose

Research on various aspects of education has long been recognized as a significant means of expanding and refining the knowledge upon which social work practice is based. In recent years there has been a marked increase in the amount of research related to social work education.[A*] Such an increase in research studies reflects not only the demand for new knowledge, but also an increased demand for a scientific stance in social work education.

Despite the quantity of research output, however, little is known as to whether classroom instructors and practitioners in the field are aware of the empirical results or theoretical notions available from those research studies. If such findings or ideas are

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[*] All upper case letters refer to footnotes which will appear at the end of each chapters. Numerals in parentheses after names of authors indicate the research studies reviewed and the abstract in the appendix.

known to them, one may wonder to what extent the knowledge gained has been utilized in practice and applied to teaching. If they are not aware of these findings or ideas, one may then wonder whether there is a lack of communication among educators and between researchers and practitioners. Then too, is there an over-abundance of research in one area with other areas neglected? And can we forecast the future development of social work education on the basis of the present trends in research?

Practically speaking, no one can produce a satisfactory answer to the questions raised above in one single investigation. The aims of this survey are:

1) to identify, describe, and analyze research related to social work education,
2) to provide a classified abstract of relevant research, and
3) to provide and call attention to major trends and gaps in research related to social work education.

It is hoped that by taking such a beginning step this survey may serve to disseminate existing research related to social work education to those who are or will be engaged in undertaking research, and to facilitate its use by those who are concerned with the planning and operation of social work education programs. It is also hoped that the findings of the survey may help to provide a foundation for an expanded program of educational research as a regular part of the operation of schools of social work in various parts of the country, and of the Council on Social Work Education on the national level.

Definition of Terms

Research: Research or research study is defined as a systemic investigation in the search for factual and inferential knowledge, results of which have been made available to the public.

Research studies for this survey have been classified as follows:

Administrative Statistical Inquiries: A collection, compilation and analysis of factual data from which a description of an existing condition or activity may be provided.

Historical Research: A systematic and objective location, evaluation and synthesis of evidence that fits into a significant time sequence in order to establish facts and draw conclusions concerning past events.[B]

Exploratory Research: A method used to gain familiarity with a phenomenon or to achieve new insight into it, often in order to formulate a more precise research problem or to develop hypotheses.[C] Data, either primary or secondary, may be gathered from a sample drawn from a small population, and should be treated as heuristic rather than definitive.

Survey: may be defined as any procedure in which data are systematically collected from a sample drawn from a large population through some form of direct solicitation.[D]

Descriptive Research: A method employed in studies whose chief purpose ranges from providing the description of phenomena to testing relationships between variables without ascertaining what caused them.[E] Data, either primary or secondary, may be gathered from a sample drawn from a small population and should be treated as conclusive rather than suggestive.

Experimental Research: A scientific investigation in which variables are manipulated and controlled and their effects upon other variables observed.[F]

For the purpose of this survey a sample size of over 500 subjects or records of subjects, or 50 agencies or institutions is considered a large sample, and below that is a small sample.

Education: The term refers to professional education and is defined as a process of preparing individuals for beginning practice in the profession by providing learning experiences in which relevant knowledge, skills, and values may be acquired in a degree program. Since in-service training or educational programs are generally conducted within an agency's structure, rather than in a school setting, they are not considered as the kind of education defined in this survey.

For the purpose of this survey the content of social work education is classified as follows:

- History and Philosophy of Social Work Education
- Manpower Supply of Social Work Education
- Curriculum in Social Work Education
- Institutional Characteristics and Inter-Institutional Relationships in Social Work Education

Sub-categories within these areas are included in Chapters III, IV, V and VI.

It should be pointed out that both classifications of research and education are arbitrary. Ideally, categories within any area should be mutually exclusive, univocal and exhaustive.[G] However, such a requirement is difficult to meet. The classifications used in this survey serve only as an operational framework allowing for more cohesive and focused presentation and analysis.

In addition, the following abbreviations are used in the survey:

CSWE: Council on Social Work Education
HEW : Department of Health, Education and Welfare
NASW: National Association of Social Workers

Related Literature

One of two studies on which the framework of this survey was based is Pins' Education: Its Contribution to Manpower Equation.(39) As a result of a thorough search of available data about social work manpower, Pins provides a comprehensive description of enrollment, student bodies, and graduates at different levels in social work education. The findings of his study no only point out the gaps in knowledge on social work manpower, but also present a substantial inventory of the needed educational research of which this survey is a part.

The other is Finestone's A Memorandum on Research into Social Work Education.[H] He initiated a first step by presenting an overview of the complex structure and process of education into which a classification scheme of research fits. It is also his suggestion that research be directed toward the following areas: (1) social work manpower, including consideration of both input and output variables (2) the educational system, including questions about school structure, program process, and personnel, and (3) the network of intersystem contacts, including questions about relationships that have a bearing on organizational structure and curriculum development. The major portion of the classification scheme suggested by Finestone serves as a model of this survey design, though some revisions have been made in order to fit it to the nature of this survey.

There are a number of studies published in recent years, similar in nature to this survey, but covering content areas other than social work. One of the ambitious undertakings was the report of the Committee on Evaluation of Research by the American Education Research Association.[I] Of 827 articles published in 1962 a sample of 125 was drawn and reviewed by 125 judges, 98 percent of whom possessed a doctoral degree, and 75 percent of whom have supervised doctoral dissertations. The results of the study reveal that the majority of educational research articles published in 1962 were defective, and that the quality of educational research articles published in journals of related professions was superior to that of educational research articles published in educational journals in 1962.

Studies on teaching methods, most of which were published between 1958 and 1964, were reviewed by Johnson as a basis for possible revision of college courses on methods.[J] Of sixty sources, eight deal with definitions of instruction and teaching, five with teachers, nine with grouping, 15 with heuristic method, four with problem solving, and 19 with creativity.

A content analysis was conducted by Taber and Shapiro on 124 articles from three leading social work journals covering all the years of publications through 1963.[K] They examined the professional literature focused around the question of knowledge building in social work. It was found that three subject areas-the teaching of social work, public assistance, and private family service - each accounted for 10 percent of the articles. Although a sharp increase in the amount of research material was found in each journal, only 21 percent of the material was verifiable in the last time period - 1950 to 1963.

In her study of 48 doctoral dissertations in social work on mental health from 1934 to 1966, Trembly found that the great majority of investigations used exploratory and descriptive research methods, and only two studies used experimental methods.[L] Almost all dissertations she reviewed constructed their own instruments for data collection, and validity and reliability of the instruments were usually not determined.

In summary, a review of a limited number of studies related to the research on education and social work conducted in recent years indicates that a survey of research in social work, and in social work education in particular, deserves special attention.

Footnotes

A. The increase of research related to social work education is discussed in the first section of Chapter II.

B. Modified in accordance with the definitions in (1) Carter V. Good, ed., Dictionary of Education, 2nd edition, (New York: McGraw Hill, 1959) p. and (2) Walter R. Borg, Educational Research: An Introduction (New York: McKay, 1963) p. 188.

C. Clair Selltiz, Marie Hohoda, Morton Deutsch and Stuart Cook, Research Methods in Social Relations, Revised ed. (Holt, Rinehart and Winston, 1962) p.50

D. Modified in accordance with the definition in Charles Glock, ed. Survey Research in the Social Sciences (Russell Sage Foundation, 1967) p.67

E. Modified in accordance with the definition in Carter V. Good, Dictionary of Education, (New York: McGraw Hill, 1959)

F. Donald T. Campbell and Julian C. Standey, "Experimental Design for Research on Teaching" in N.CL. Cage, ed., Handbook of Research in Teaching (Chicago: Rand McNally, 1963) p. 171.

G. J.I. Guilford, Fundamental Statistics in Psychology and Education, 4th edition (New York: McGraw Hill, 1965) p.13.

H. Samuel Finestone, "An Memorandum on Research into Social Work Education," Journal of Education for Social Work, I (1), 1965, (New York: Council on Social Work Education) pp. 18-25.

I. Committee on Evaluation of Research of the American Educational Research Association, Edwin Wandt, Chairman, "An Evaluation of Educational Research Published in Journals," Washington, D.C.: The Association, 1967.

J. Bernadine Johnson, "Review of Recent Research on Methods of Teaching," *Illinois Teacher of Home Economics*, X (1), 1965.

K. Merlin Taber and Irish Shapiro, "Social Work and Its Knowledge Base: A Content Analysis of the Periodical Literature," *Social Work*, X (4), October, 1965).

L. Grevilda Trembly, *Social Work Research in Mental Health: An Analysis of Doctoral Disserations, 1934-1966*. Unpublished Master's Thesis, University of Connecticut, School of Social Work, 1966.

CHAPTER TWO

Methodology

Scope of the Survey

Broadly speaking, the definitions of research and education together with their classifications stated in Chapter One provide a statement of the limits whithin which the study applies. In addition, the survey is limited to the period from 1960 to 1968.[A] This is partly because the research (especially on manpower) prior to 1960 could be readily summarized from the existing studies, and partly because there has been a marked expansion of research related to social work education due to a number of factors. They include:

I. The birth of a new bi-annual publication under the title, "Journal of Education for Social Work" in the Spring of 1965.

II. The expansion of the existing quarterly publication, "Social Work Education Reporter" also since 1965.

Both periodicals are official publications of the Council on Social Work Education, and are the only national periodicals available in the field of social work education in the United States and Canada.

III. The increase since 1960 in the number of recipients of doctoral degrees in social work whose dissertations are generally regarded as a valuable contribution to research. The increase in the number of doctoral degrees can be shown as follows:

Period	Number of Doctoral degrees awarded in Social Work	
1920-1959	215	
1960-1968	394	B

The study is further limited to materials drawn from the following sources in the United States and Canada:

I. Doctoral theses and dissertations in colleges and universities.

Dissertation Abstracts, University Microfilm Library Service, Ann Arbor, Michigan. Vol.21 (1960-61) to Vol. 29 (May 1969). *Index to American Doctoral Dissertations*, University Microfilm, Inc., Ann Arbor, Michigan. Vol.21 (1960-61) to Vol. 27 (1966-67). Social Work Education Reporter, each December issue from 1965 to 1968. Social Service Review, each September issue from 1960 to 1968.

II. Abstracts and Indexes in Social Work

Abstracts for Social Workers, NASW, 1965 to Spring issue 1969. Index to Articles Appearing in Social Work Education Reporter and Journal of Education for Social Work, CSWE, 1965-67.
Social Services Review, 40 Year Index, (1927-66).
Abstracts of Research and Demonstration Projects on Social Welfare and Related Fields, HEW, 1966.

III. Abstracts and Indexes in Education and Related Disciplines.

Education Index, Cumulated Vol. 7 (1959-61) to Vol. 40 (1968).
ERIC, Research in Education, HEW, 1966 to Vo. 4, No. 1 - 5, 1969.
Book Review Digest, 1960-68.
Psychological Abstracts, 1960 - April, 1969.
Sociological Abstracts, 1960- April, 1969.

IV. Leading Social Work Journals

Journal of Education for Social Work, 1965-68.
Social Work Education Reporter, 1960-68.
Social Work, 1960-68.
Social Service Review, 1960-1968.
Social Case work, 1960-68.
Smith College Studies in Social Work, 1960-1968.

V. Reports of Research Studies published or available to the public.

VI. List of research related to social work education supplied by deans and directors of schools of social work in the United States and Canada. Responses were received from 50 schools out of 67 to which letters were sent asking for assistance in identifying research undertaken

> and completed by their faculty and students. Copies of initial and follow-up letters and a list of schools responding to the inquiry are in the Appendix I, II, and III. Master's theses and projects have been excluded from this survey.

The reason for inclusion of the major abstracts and indexes is twofold. First, most of the abstracts and indexes cover a large volume of publications including periodicals. Individuals can hardly go over all available publications within a limited period of time. Furthermore, few libraries subscribe to so many periodicals. For instance, the total number of periodicals represented in "Abstracts for Social Workers" in 1967 (Vol. 4, No. 4) was 197 and the total number of periodicals represented in "Psychological Abstracts" in 1968 (Vol. 42) was 519. Secondly, it serves as a double check, even though there are over-lappings among abstracts and indexes. Thus, it is hoped that the chance of any research related to social work education not being identified and reviewed can be reduced to a minimum.

Traditionally, a doctoral dissertation is regarded as an unpublished document. Since most doctoral dissertations now are distributed to the public through the medium of microfilm, they are published documents in this survey.

It is quite common that a summary of a doctoral dissertation or a research project has also been published in a periodical or in the form of a book. In such a case, the following principles are applied to this survey:

I. In order to avoid duplication, article based on either an entire dissertation or a portion of a dissertation related to social work education appearing in a periodical is not regarded as a separate study. Only the dissertation is counted as a study.

II. A published book based on either the entire dissertation or major portions of a dissertation related to social work education is counted as a study. The dissertation is no longer counted as a separate study.

III. Unless the published report of an original research project is not available, an article [redacted] based on the research project is not counted as a separate study.

On the basis of the above delimitations and sources of the survey the total number of research studies that have been identified and selected for review in accord with their titles listed in the abstracts, indexes, doctoral dissertations, periodicals, books, and project reports is shown below:

Type of Publication	Number	Percentage
Doctoral Dissertations	45	52
Articles appearing in periodicals	19	22
Reports of research projects and mongraphs	9	11
Books and articles appearing in books	13	15
Total	86	100

Method of Presentation and Analysis

There are two ways of presenting and analyzing the research studies reviewed in this survey. One is that the research studies be presented in accord with the research classification. This would indicate whether there is a shortage of one type of research or another, such as historical or experimental study, in the total educational program. The other approach is that the review be focused upon the educational areas studied. This would reveal whether there is a lack of research in a particular category of educational processes or activities, such as manpower input or teaching method. Although Chapters Three to Six are presented in accord with the latter approach, a number of research studies reviewed are tabulated and presented in Chapter Seven in terms of both research and educational classifications.

Abstracts of all identified research studies are included in the appendix. Since the abstract consists of study purpose, methodology and major findings or description, there is no need to repeat such materials for each research study in the review. In other words, research studies pertinent to a particular area of programs, activities, or processes in social work education are identified and grouped into an appropriate section if possible, but the review is made only on a selective basis. Because of their larger representation special attention is being given to studies on the national level.

Before reviewing research related to various subjects in the four educational classifications, efforts will be made to provide a brief discussion or list of major variables dealing with the pertinent areas. This merely furnishes the various types of research that have been undertaken in education in general or some rough ideas that could be explored. Such a discussion or list of variables cannot represent an exhaustive inventory of research in social work education; however it is hoped that it would reveal, after a review of all studies identified, the gaps in current research in social work education.

However, originally it had not been planned to offer a critical review of the research studies identified. Opinions or points of view are expressed occasionally by the investigator, especially where research design seemed questionable. Such opinions, however, do not necessarily represent the official position of the CSWE.

Footnotes

A. There are two exceptions; both studies had been completed in 1968 but reports were not made available before early 1969. One by Jones, Ernst, and Osgood (51) is a study entitled, Evaluation of the University of Missouri School of Social Work Experimental Program. The other by Gordon and Schutz (60) is a study on field instruction research project.

B. The list of 1968 doctoral recipients in social work as listed in Dissertation Abstracts, Index to American Doctoral Dissertations Social Work Education Reporter and Social Service Review were not complete at the time this survey took place in early 1969. Although efforts were made to include those who had completed their dissertation but whose names were not in any one of these publications, a few may have been excluded from the survey.

CHAPTER THREE

Research on History and Philosophy of Social Work Education

This chapter consists of two sections: research on the history of social work education, and research on the philosophy of social work education.

I. Research on History of Social Work Education

Although social workers ordinarily deal with the current status and functioning of people, individually or in groups, they cannot carry out this work effectively without investigating past activities of the individual or group. This is because each of the past movements in a man's life directly or indirectly influence present-day events and changes. This seems to be a universal truth in all human activity and endeavors including education. For instance, some new ideas concerning curriculum and teaching in social work today bear great similarity to the educational theory of earlier days in the history of the profession. Unless a bridge can be constructed between presumably new ideas and former ideas that have not always been kept in clear focus, efforts may be wasted and problems may remain unsolved.

Generally speaking, the kind of educational problem that historical research is concerned with includes the history of national educational organizations, the history of schools, the history of curriculum and manpower development, the history of education in relation to that of other disciplines, and even the life of an outstanding educator.

Among a number of historical studies, one conducted by Levy (1) in 1968 dealt with a broad area of inquiry in social work education and practice covering a period of over a half century. Despite some valuable materials concerning social work education, the study is more or less exploratory in nature in view of the limited subject areas contained in the monograph.

In his study of the 50-year-history of the School of Applied Social Science, Case Western Reserve University, Campbell (2) reviewed the contributions made by five deans in the school's history. His analysis reflects not only the development of one school but also some basic philosophy and trends in social work education in general.

In the area of curriculum development, Hellenbrand (3) studied the major trends in the development of social casework practice and teaching during the period of 1918 and 1936 while Sikkema (4) searched for objectives of field work in social casework from 1898 to 1955. The two studies have different aims and are different in nature. Therefore, a comparison of the two studies would not be too meaningful.

In her study of the development of group work education in nine schools of social work in the United States from 1919 to 1949, Maloney (5) describes how group work faculties of the schools were active in gaining acceptance for group work as a social work method. The study reveals the role that the faculties of schools of social work played in the search for a professional identity.

The historical studies briefly described above in no way represent the history of social work education. They did, nevertheless, take a beginning step in the field of historical research in social work education.

Research on Philosophy of Social Work Education

In presenting research on the philosophy of social work education we are faced with a terminology ~~gical~~ problem. In current social work practice and teaching we are familiar with the term "value", but the term "philosophy" is somewhat strange to some of us.[A] The two, philosophy and value, as fields of study can perhaps best be indicated by the types of questions which educators attempt to answer. Examples of these questions are: What is social work education? What are aims of social work education? What should social work practice be? And what ought or ought not we teach? The first two questions deal with principles, and are typical philosophical questions. In a broad sense they are closely related to educational theory. The last two questions are concerned with problems in educational practice, and are subject to individual value judgment and to a particular setting. They also can be regarded as a part of educational policy. They all, nevertheless, come within the scope of philosopy in social work education.

In general, investigation on the philosophy of social work education includes such things as clarifying and criticising certain beliefs, exploring the meaning of educational concepts, and constructing an overall synthesis of the aims of the education - their justifications, and the means of their attainment.[B] On the other hand, investigation on values and ethical ideals may consist of inquiring into the kind of value behavior or rules of conduct to be taught, and the ways of teaching values and their effects on students.

In social work education one study that cannot be overlooked, though it was published shortly before 1960, is Pumphrey's report on the Teaching of Values and Ethics in Social Work.[C] Her study dealt with the place of values and ethics in social work education and their characteristics in terms of how they occur in the learning process. It also appraised the purpose of value and ethical learning in the total learning experience. The book, as the author expected, has served as a crude compass to point the directions from which later studies have followed.

Since 1960 the most common approach to studying values in social work education ~~is~~ has been an investigation of value positions held by students, trained workers, and faculty in terms of the differences and changes. The research studies conducted by Bernard (6), Costin (7), Fuller (8), McLead and Meyer (9), Varley (10), and Hays and Varley (11) can all be grouped into this category. The findings of the majority of the studies reveal that value change did take place after individuals had gained more knowledge and experience through formal professional education in social work. Results of some of the above studies also indicate that certain variables that might influence value change should be taken into consideration. They include age, sex, social class, religion, and previous experience. The impact of such findings on the process of social work education, including admission and evaluation of student's performance, should not be overlooked.

In his study of career choice among college students, Gockel (12) investigated recruits and occupational values and found a positive association between recruits and those respondents endorsing "people" and "helpful". He also found that there is a negative association between male recruits and "money."

Summary

Will Durant once said that science gives us knowledge but history and philosophy can give us wisdom. In view of the limited number of research studies undertaken on the history and philosophy of social work education, it is fair to say that we have not yet gained much wisdom from our previous experience or in our search for the ultimate goal of social work education. However, since steps have already been taken to build a historical and philosophical foundation for social work education, we should certainly look forward to playing an increasingly significant role in the field.

Footnotes

A. There are some discussions of philosophy of education in Werner A. Boehm's *Objectives of the Social Work Curriculum of the Future*, Vol. I, Chapter III. New York: CSWE, 1959. Almost no attention was paid to philosophy of either social work or social work education in *Encyclopedia of Social Work*, New York, NASW, 1965.

B. References include: B. Othanel Smith, "Philosophy of Education", in Chester W. Harris, ed., *Encyclopedia of Educational Research*, New York: The Macmillan Co., 1960 and Philip G. Smith, *Philosophy of Education: Introductory Studies*, New York: Harper and Row, 1965.

C. Muriel W. Pumhry, *The Teaching of Values and Ethics in Social Work Education*, New York: CSWE, 1959.

CHAPTER FOUR

Research on Manpower in Social Work Education

Introduction

Since its earliest beginning social work has been beset with a lack of qualified personnel to carry out its services. In recent years, the manpower shortage in the profession has been so critical that it has become a vital issue in the nation. Like many other professions, the need for trained personnel spirals upward with the nation's population growth. But the demand for social work manpower also varies in accord with changing economic and social conditions in the nation. As a result, it is very difficult, if not impossible, to project the need for manpower and to plan for the kind of training these personnel will need.

Historically, graduate schools of social work have been responsible for supplying qualified professional social workers for the field of practice and for social work education. Because of the close relationship between manpower supply and programs and activities in social work education, one may say that all research on social work manpower has implications for social work education. While such a statement may be somewhat excessive, it merely indicates the broadness of scope of research on social work manpower.

In his report on the survey of needed research on social work manpower in 1964, French supplied a large number of research proposals on manpower for social work.[A] His proposals include demographic analysis, occupational choice, career development, job satisfaction, motivation for various welfare fields, impact of present curriculum in relation to manpower development, effects of training grant support on the career patterns of personnel receiving educational sbsidy, projection of need for social work personnel, and outputs of schools of social work. These are just a few examples of his many research proposals. Most of his suggested ideas have not been explored or tested so far.

In order to cope with the shortage of psychiatric manpower, Lockman proposed a list of elements in a systematic manpower study program for the "Development of a Manpower Research Program for the American Psychiatric

Association."[B] They include, for example, actual and potential manpower pools, recruitment, enrollment, graduation, career choice, student characteristics, preduction of supply and its utilization, ecological relations, including geographic distribution, and career patterns. Since social work and psychiatry have many similarities in practice, all elements listed in his proposed program are applicable to research on social work manpower.

On the basis of some of the suggestions by French and Lockman, together with the content of Pins' study (3) this chapter consists of the following six sections: Vocational development, Factors influencing manpower supply, Admission, Manpower input, Manpower output, and the faculty.

Vocational Development

Theory of vocational development varies from one school to another. One of the theories that has been frequently mentioned in the literature of vocational guidance and counseling is that of Super.[C] The major variables in the series of propositions that formulate his theory include ability, aptitude, interest, personality traits, career pattern, self-concept, occupational choice, adjustment, parental socio-economic background, work satisfaction, and life satisfaction together with various stages of vocational development.

In social work few have made an attempt to undertake a systematic and intensive study on one of these variables or on the relationship between variables. However, a number of studies that deal with a broad area of vocational development or with a related field were undertaken in the last decade.

In his longitudinal study of college seniors on 135 campuses in the early sixties Gockel (12) gathered data on students' career aspirations, immediate post graduate plans, and occupational values. Findings of his study provide some factual data about vocational development during the college years.

The content of Pins' investigation (13), entitled, "Who chooses Social Work, When and Why?" is beyond the level of demographic analysis. The study involves educational preparation, time of students' vocational development, factors influencing their selection of occupation, and reasons underlying their career choice. Although the sample of his study include only the first year students in all schools of social work in the United States and Canada, findings on this particular group do reflect an important phase of vocational development in social work.

Studies by Lowy (14), Myers (15), and Rothman (16) in the areas of self and role perceptions, empathy, and processes of socialization to profession on students during their training are also related to vocational development in social work. Results of such initial explorations may lead to further investigation in depth.

In addition, Walther (17) made attempts, through a pilot study of law and social work students, to identify and measure psychological and sociological occupational variables.

Factors Influencing Manpower Supply and Recruitment

Many factors influence an undergraduate's desire to obtain graduate education in social work and to select the profession as a career. Although almost all factors identified are related to one another, for the purpose of this survey, research studies are grouped into the following categories: demographic factors, psycho-social factors, and economic factors.

Demographic Factors: It is known that personal and family backgrounds play an important role in one's occupational choice. The studies by Berengarten (35), Gocket (12) and Pins (13) provide us with some factual data about characteristics of either recruits, applicants, or admitted students. One important aspect of Pins' findings relating to manpower supply is that 83 percent of the first year students reported having had at least some direct work experience in social work or closely related activities. According to Berengarten, admission personnel were most accurate in recognizing the superior potential of students who had been social welfare majors as undergraduates. The marginal and counseled out cases were lowest for social welfare majors and highest for social sciences and business majors. Gockel's findings reveal that as far as recruitment and retention are concerned loyalty to social work is greatest among college seniors with the following characteristics: race (Negro), birth order (male only child) and marital status (single).

Harward (18), Katz (19), Walz and Buran (20), and Warkov (21), made some comparison of characteristics between social work students or undergraduate social welfare majors and those from other disciplines such as engineering, education, and the social sciences. Although findings of an individual study may be valuable to recruitment, meaningful overall conclusions cannot be drawn on the basis of data available.

Psycho-social Factors: Factors of this nature such as need, satisfaction, attitudes, value, and perception can be regarded as parts of one's vocational development. On the other hand, they can be identified as forces or drives influencing one's career choice.

The study by Walz and Tingley (22)involves a comparison of those who had expressed a desire for a social work career with those who had either selected no career goal or chose another field. Significant differences were found between the two groups with regard to values, interpersonal relationship, identification with social work and previous exposure to social work values and personnel.

Gockel (12), as cited in the previous sections, investigated career aspiration and occupational values among seniors in colleges. Findings of his study reveal that recruits are relatively disinterested in occupational values of freedom, originality, and money but are strictly attracted by occupations which afford an opportunity to work with people.

In his comparison of college students with social workers Shapiro (23) found that there are significant differences between pre-social work students and social workers with regard to needs, perceptions and social status.

Economic Factors: It is difficult to determine to what extent financial aid to students may affect social work manpower supply and recruitment. Findings of the following studies may be valuable in the search for an answer.

The major research on financial aid to social work students is the one which was conducted by Pins (24) in 1960. Of the 2,771 respondents to his national survey, 70 percent received some form of financial aid. Other major areas of his investigation include the sources of students' financial support for their education, the nature of the financial aid, the characteristics of financial aid recipients, and the type of commitments connected with financial aid grants.

A comparison made by Warkov (21) between social work students and other graduate students with regard to scholarships and fellowships they had received reveals that few fields of study come close to social work in providing financial aid to support their graduate students. Findings of his study show that 71 percent of all social work students enrolled for graduate study in the Spring of 1963 held a scholarship or fellowship as their major stipend while only 23 percent in humanities, 28 percent in behavioral schience, and 37 percent in engineering received such aid.

There is no question about the increase of financial aid to students in social work education in recent years. It is interesting to note, as data in the table below show, that the increase of enrollment is parallel to the increase of financial aid grants in social work education from 1960 to 1968. But the question as to the extent to which financial aid to students effects manpower supply and recruitment cannot be answered from the data available.

TABLE I

Comparison of the Number of Students
Enrolled in Schools of Social Work in
the U.S. and Canada and the Number of
Financial Grants Awarded in 1960 and
1968*

Year	Number of Grants Awarded	Number of Students Enrolled
1960	4,433	5,627
1968	10,177	12,023
Percent Change	129	113

* Source: Statistics on Social Work Education, CSWE, 1968.

Admission

Uneasiness over decisions concerning student selection and admission is common among many schools of social work. Kidneigh once traced such uneasiness to two factors.[D] The first is either a lack of clarity about, or a difference of opinion about, what kinds of persons should be admitted. The second is a fear that there is not enough information on the applicant or that the information upon which the decision for admission or rejection is based fails to be sufficiently reliable or valid. The admission problem varies from one school to another. To some schools it is a question of how to justify the reason they reject one highly qualified applicant while accepting another. To other schools it is a question of why they accept a less qualified applicant according to their previous criteria but not another of the same background. Few applicants have yet challenged such decisions by schools especially since all applications materials are confidential. But the lack of criteria for admission policy among and between schools of social work and their uneasiness over this lack of criteria remains.

Any attempt to review research studies on admission would be futile without first giving some consideration to selection procedures employed by schools of social work. In 1965 the Educational Testing Center of Princeton, New Jersey (25) conducted a study at the request of CSWE. At the same time, a questionnaire on admission practice was developed and sent by the CSWE to all 67 schools. The results obtained from tabulating the questionnaire responses as published in the report of the Educational Testing Service show that the great majority of the schools required college records (67 schools), letters of reference (66 schools) and an autobiography (60 schools), while about two-thirds of the schools demanded the submission of a health report and a pre-admission interview (both 42 schools). Approximately one-third of the schools required the following on a selective basis: Miller Analogies Test (26 schools while seven schools used the test as a requirement), pre-admission interview (24 schools) and health report (21 schools). Other tests were being used and include the Graduate Record Examination - Aptitude (required by six schools while 12 schools used it on a selective basis), intelligence tests (WAIS and WBIS, seven schools), and Strong Vocational Interest Blank (five schools).

According to Severinson (26), although criteria used for selection of students by representative schools appeared to change through the years, the basic qualities sought remained constant.

In making an admission decision on an application of a degree candidate two common questions are often raised: Are there any student attributes that may be regarded as indicators or predictive factors in identifying successful and unsuccessful students? And, are there any tools or methods that may be employed for discriminating between the two? There are a number of studies related to these two questions.

Olander (27) studied both enrolled and rejected students and found significant differences between the two groups in relation to factors such as previous work experience, undergraduate grades, motivation, capacity for relationship and for change, and creativity.

Francel (28) and Hepworth (29) in studies on admitted students in terms of their later performance both identified Grade Point Average (GPA) or undergraduate academic performance as factors correlated with the success or failure of graduate training. In addition, Haworth (30) used scores of both GPA and Graduate Record Examination (GRE) as performance predictions in graduate social work education and found that the score of the GRE provides a high predictability, particularly for applicants whose undergraduate GPA is less than 3.00.

In studies on admitted students in terms of their later performance Merle (31) found that the pre-admission interview, theGrade Point Average and the Miller Analogies Test score did not discriminate accurately between successful and unsuccessful students. Sarnat (32) found that significant clues to both the potentially poor and the potentially superior performers may be identified at the time of admission through two types of data, in particular, letters of reference and the studen's autobiographical statement.

On the other hand, Gilbert (33) investigated both graduates and drop-outs and found that no single characteristic or combination of characteristics precludes the possibility of either graduation or failure.

In his study of admission decisions, in order to identify the attributes and values of applicants whom schools tend to accept or reject, Steinman (34) found that there were simultaneous effects on individuals' and selectors' behavior as determinants of occupational entry.

Since all studies cited above were conducted at different schools and at different periods of time and used different sample sizes and methods of gathering data, their findings are not comparable.

Another major question in the process of admission is how valid and reliable the predictions made by the faculty or admission personnel in schools of social work are. In an attempt to answer this question, Berengarten (35) undertook a national study in 1961-1962. His investigation dealt with a comparison of prediction ratings for the educational performance of enrolled students based on an assessment of intelligence endowment, personality, ratings by faculty members, and actual performance in class and field work two years later. Findings of his study show that of 2,629 enrolled students, admission officers predicted 21.7 would be superior; 56 percent, average; 13 percent, marginal; and 9.3 percent, risk while in the actual performance 34.7 percent were evaluated as superior; 44 percent, average; 9.5 percent, marginal; and 11.8 percent, counseled out.

Ontell (36) studied the reliability of judgment in making admissions decisions at about the same time, but his findings showed a low reliability of predictions concerning decisions about acceptance and rejection of applicants. It should be pointed out that his study was based on a small sample drawn from a population of one school while Berengarten's was a national study.

Although Schubert (37) (38) made attempts to validate an admission rating schedule developed by her in two studies and although she found the instrument to be an accurate predictor of student performance, no standardized admission test or method is available in social work education.

Manpower Input

Input group includes potential recruits (e.g. students enrolled in undergraduate programs in social welfare and students in career recruitment programs), applicants, enrollees, and drop-outs. Research related to this area can be presented and reviewed either with regard to the issue of quantity and quality, or with regard to the level of programs.

Among the research studies reviewed in the following sections, the study by Pins (39) deals with broader areas of investigation on manpower supply.

(I) Quantity of Input

Undergraduate Programs Because of the critical shortage of social work personnel, colleges and universities throughout the country were establishing and enlarging their undergraduate programs in social welfare. But not until recent years were the number and location of colleges and universities that offered undergraduate programs or courses in social welfare known. The only comprehensive data about the undergraduate social welfare programs are drawn from a survey by Merle (40) on the basis of a mail questionnaire sent to 1,063 colleges and universities across the country in 1965. His study showed that there were 232 colleges and universities having organized programs in social welfare at the undergraduate level and 297 offering courses. In his estimation there were at least 17,000 enrollees in these programs during the period of his survey.

Data related to the number of potential recruits and the number of undergraduate programs in social welfare are available in studies by Gockel (12) and Pins (39).

Master's Programs According to Statistics on Social Work Education (41) the number of graduate schools of social work in the United States and Canada has increased from 63 in 1960 to 72 in 1968. The number of full-time students enrolled in the master's program has increased from 5,461 in 1960 to 11,700 in 1968.

Advanced Programs The number of full-time students enrolled in the advanced programs, including doctoral studies, has increased from 166 in 1960 to 323 in 1968 on the basis of data available in Statistics on Social Work Education.(41)

The total number of full-time graduate students enrolled in both master's and advanced programs increased from 5,627 in 1960 to 12,023 in 1968, or 113 percent in nine years.

(II) Quality of Input

Generally speaking, the quality of potential recruits, applicants, enrollees, and drop-outs can be measured in terms of their academic achievements and of some of their attributes.

Undergraduate Program In his study of social work career choice Gockel (12) identified the extent of association between collegiate social work recruits and various variables such as parental background, quality of schools attended and academic performance. The findings of his study include: among men, low rates of recruitment to social work characterize those whose parental income is very high, who graduated from a private, high tuition school, who display high Academic Performance Index, whose parents occupy white collar position, who are Jewish, and who are single. Among women, none of these characteristics lead to low rates of recruitment to social work.

Master's Program Studies of Berengarten (35) and Pins (13) provide extensive information about the qualities of enrollees in the master's program in the early sixties. Data of their studies include demographic background, grade averages, and admission ratings on their intellectual endowment and personality equipment. Since both studies were conducted on a national basis, findings of studies on individual schools about qualities of enrollees as mentioned in the Admission section need not be repeated here.

Among the variables dealing with qualities of manpower inputs, the common concern of higher education is the academic and intellectual caliber of recruits. Results of studies by both Pins (30) and Warkov (21) reveal that other fields of graduate study and related disciplines in social science were able to recruit proportionately more talented students than did social work. Warkov (21) found that close to two-thirds of the students in life, physical, and behavioral science, engineering, and humanities enter graduate studies immediately following completion of the bachelor's program. In contrast, only one-third of social work students embarked o~~n~~ professional progams of study within twelve months after taking the bachelor's, and over one out of five social work students assumed their formal course work after a hiatus of ten years or more.

It may be true that if prospective social workers were recruited directly to graduate schools upon receipt of their bachelor's degree, the quality of social work recruits might be better. But, both experience in pre-professional social welfare activities after graduation from college and the maturity gained in life experience have been and are still being considered important factors in a helping profession such as social work. Neither quality can be measured objectively. Without such knowledge it would be less meaningful to evaluate the time span between undergraduate and graduate studies as qualities of manpower input.

Advanced Program No studies related to qualities of applicants and enrollees in advanced programs are available. Data on the characteristics of students in advanced programs can be found in Statistics on Social Work Education (41) and Pins' study (39). In comparing data derived from the two sources between the early sixties and 1968, the major change of students' characteristics in advanced programs in the sex ratio. Of the 196 students in advanced programs in schools of social work in 1962, 108 were men and 88 women. Of 372 in advanced programs in 1968, 248 were men and 124 women. The ratio changed approximately from five to four to two to one.

(III) Dropout

Undergraduate Program In accord with Gockel's (12) comparison of the defection rate between social work and other fields in terms of career choice during freshman and senior years most fields showed greater holding power during the college years than did social work.

Master's Program In a study of 5,136 students registered as full-time first year students in sixty four schools of social work in the United States for the 1966-67 academic year, Loewenberg (42) found only 4,104 of those students in the same school in Fall 1967. Although this includes students who transferred to other schools (a total of 104, or less than 2 percent) the total number of dropouts is larger than that of counseled-outs in the findings of the Berengarten study (11.8 percent) (35).

Do undergraduate social welfare majors have a better chance for completing their master's program? In her analysis of data derived from the Berengarten study (35), Cox (43) reported that of 143 social welfare majors, 111 completed their studies while 33 (23 percent) did not.

Advanced Program No research studies or data related to dropouts in advanced programs are available.

Manpower Output

One way of measuring contributions of social work education is to count the number of graduates in different levels of educational programs. Another way is to find out the kind of graduates that the schools have produced. The former refers to the quantity of outputs and the latter deals with the quality of outputs. Since there are a limited number of studies on this aspect of research, the review is focused on quantity and quality of manpower outputs without grouping them into different levels of programs.

(I) Quantity of Output

In his survey of undergraduate programs in social welfare Merle (40) reported that in 38 degree programs, 782 degrees were awarded to students between July 1964 and July 1965. In other specific programs 2,847 students completed their study as reported by 172 institutions during the same period.

To sum up data available in Statistics on Social Work Education (41) it shows that the number of graduates from master's programs increased from 2,231 in 1960 to 4,954 in 1968 while the number of graduates from doctoral programs increased from 27 in 1959-60 to 70 in 1967-68 in the United States and Canada.

(II) Quality of Output

Since quality, in an operational sense, is someone's subjective assessment, criteria for measuring quality of educational outputs or "products" are almost non-existent. As a result, research studies in this area are indeed rare.

However, despite different view points on the degree of one's success, employability is generally regarded as a crucial element in determining the value or relevancy of education. If the majority of graduates from a school of social work cannot obtain a "desirable" position in the field for which they were trained, questions may be raised about the training program, and the institution's adequacy is questionable. If such an assumption is acceptable, then data from an on-going series of studies undertaken by Sauber (44), Golden (45) and Stamm (46) and published by the National Association of Social Work on selected characteristics, deployment, and salaries of graduates of schools of social work may be valuable as an aid for a search of knowledge about quality of manpower outputs in social work education.

On the other hand, the quality of applicants, particularly those who graduated from an undergraduate social welfare program and who applied for admission to a master's program, may be related to the quality of outputs. Since not every graduate of an undergraduate social welfare major or master's program applies for admission to a higher level of education, the quality of applicants can only partially represent the quality of the entire population in social work manpower outputs.

The Faculty

It is possible that someday machines will replace men in teaching. But before this becomes a reality, no one can deny that without faculty there will be no schools or students, and therefore, without reviewing research on faculty, it would be less meaningful to discuss studies on manpower supply. After all, only if there is an adequate supply of well qualified faculty, will there be quantitative and qualitative outputs of manpower in social work education.

(I) Quantity of the Faculty

It was reported in Merle's study (4) that only 140 (17.4 percent) of the 805 full time faculty were teaching only social welfare or social work courses at the undergraduate level in 1965.

As far as master's and advanced programs are concerned Statistics on Social Work Education (41) provides up-to-date information about the size of the full-time and part-time faculty in different ranks and at different schools. In November 1968, for instance, there were a total of 2,031 full time faculty members in 72 schools in the United States and Canada with a range of 10 to 72. They include 1,301 full time classroom instructors and 731 full time field instructors. There were a total of 4,333 field instructors including the 961 full time instructors (731 employed by the schools, 222 employed by agencies, 8 employed by schools and agencies jointly) and 3,372 on a part time basis (all employed by agencies).

The current classroom student-teaching ratio in schools of social work in the United States and Canada can readily be computed on the basis of data available. There were, for example, a total of 1,301 full time classroom instructors and 12,023 full time students in 1968 (November). The student-teacher ratio was 9 to 1.

Since the majority of field instructors are on a part-time basis, the student-teacher ratio in field education cannot be computed on the basis of data available.

In New York State, according to the Laurin Hyde study (83) the student-teacher ratio in schools of social work ranged from 4 to 1 in the newest school and 12 to 1 in the first publicly supported professional school in 1968.

The question as to what is an adequate or desirable student-teacher ratio for classroom teaching and field instruction, for new and established schools, and for schools with different emphasis on sequences, methods and levels of programs remains unanswered since research findings of this nature are not available.

(II) Quality of the Faculty

Broadly speaking, qualities of higher education can be assessed in terms of the qualities of faculty, curricula and facilities. All three elements are equally important, but curricula can only be initiated, designed, and carried out by the faculty. As a result the qualities of higher education must depend heavily upon attributes of the faculty.

When the American Council on Education published their report on An Assessment of Quality of Graduate Education in 1966, the profile of the faculty members of colleges and universities involved, provided a "rough index" of their scholarly activities.[E] The index included the average number of publications since achievement of doctoral degree and the number of professional meetings attended in the last four years. Whether such scholarly activities can be regarded as criteria for measuring qualities of the faculty is subject to individual judgment. So far no research has been undertaken concerning scholarly activities in social work education.

In his survey of the faculty of 72 graduate schools of social work in the United States and Canada, Onken (47) provided comprehensive data on characteristics, educational background, professional experience, responsibilities, and income of the faculty.

Traditionally, the percentage of college and university faculty who possess the doctorate is an indicator of the quality of the faculty and of graduate education. The comparison of data shown in the table below may provide some rough indications of the quality of the faculty in social work education since data were drawn from different years.

TABLE II

Comparison of Faculties with Doctorate Between Schools of Social Work, 1965-66, and Colleges and Universities in the Nation, 1962-63

Education Institution	Percentage of faculties with doctorate
634 Colleges *	34.5
147 Universities*	44.5
Schools of Social Work** (all faculty) N = 4,845***	10.4
Class (Full-time) N = 577	43.3
Field (Full-time) N = 304	0.8

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* *An Assessment of Quality in Graduate Education* by Allan M. Carter (Washington, D.C.: American Council on Education, 1966)

** *A Survey of Faculty in Graduate Schools of Social Work* by Richard Onken. (New York: CSWE, 1968)

*** Including 3,321 part-time class and field instructors and other administration and research members of the faculty.

Another way of indicating the attributes of the faculty has been demonstrated by Jennings' study (48) on "ideal type" classification. He found that of 147 respondents to a mail questionnaire, 20 percent were classified as professor-administrators, 16 percent as scholars, and 64 percent as teacher-social workers.

(III) Recruitment and Development

Neither teacher's colleges, nor schools of education nor schools of social work offer a curriculum for training graduate social work teachers. Therefore, most faculty members have been recruited without formal training in teaching, while only a small portion of the faculty, who either were recent graduates of doctoral programs or came from another discipline, have had some preparation or teaching experience. (A similar situation is found in all professional and academic fields). This section is mainly concerned with those who joined the faculty directly from the field of practice without previous teaching preparation, since they make up the great majority of faculty members.

Research on faculty recruitment may be limited to studies on sources of recruits, methods of recruitment, criteria for selection, decision-making and appointments, and projection of need for new faculty members, while research on faculty development consists of vast areas of investigation ranging from individual teacher growth (such as studies on teacher's personality, interest, motivation, morale, value role expectations, job satisfaction, publications, and extra-curricular activities) to over-all school programs (such as evaluation of teaching effectiveness, work load, leaves, in-service education, seminars, promotions, and tenures).

In his study of faculty development in social work education, Soffen (49) touched a number of the areas mentioned above providing limited factual data about the nature and extent of faculty recruitment and development. Nevertheless, he did make some valuable suggestions related to over-all faculty development.

The only study identified related tothe faculty development, in addition to the Soffen study, was a report on faculty work loads in schools of social work by Lower (50) in 1964. The report was based on a survey of 21 schools of social work, and focused on a search for a work load formula. Despite its exploratory nature the study could eventually lead to further in-depth investigation.

Summary

Although the research studies on manpower supply in social work education cited in this chapter are not a large number, they have indeed covered a broad area of investigation on the subject. Though most of the studies dealt with a single educational institution or geographic area, and provided few conclusions applicable to social work education as a whole, many of the studies summarized supply excellent leads toward avenues for further exploration. However, the existance of these many unexplored avenues indicate a clear need for an expanded research effort.

Footnotes

A. David G. French, Needed Research on Social Work Manpower. Washington, D.C.: HEW, 1964.

B. Robert F. Lockman, Development of a Manpower Research Program for the American Association. Washington, D.C.: American Psychiatric Association.

C. D.E. Super, "A Theory of Vocational Development," American Psychologist, May, 1953, p. 185.

D. Barbara F. Esser and Clarice Freud, Testing as a Tool in the Admission Process: An Overview of Research. New York: CSWE, 1966, p.29.

E. Allan M. Cartter, An Assessment of Quality in Graduate Education. Washington, D.C.: American Council on Education, 1966.

CHAPTER FIVE

Research on Curriculum in Social Work Education

Introduction

To provide a learning experience from which students will be able to acquire relevant knowledge, skills, and values, a curriculum is needed. A curriculum may be defined as a prescription which delineates what students shall learn and what teachers shall teach.[A] It may also refer to all experiences that a learner has under the guidance of the school.[B] A Curriculum, whether it be prescriptive or experiential, consists of objectives, content, design, organization and methods. It reflects the policies of the university, the state, or the local government. It may also include student-faculty characteristics, relationships, needs, and values.

In view of the nature of this survey the focus of the review has to be narrowed down to the following four major areas which constitute the content of this chapter: Foundations for Curriculum Development, Curriculum Design and Organization, Evaluation of Curriculum Outcome, and Teaching Methods, and Aids.

Foundations for Curriculum Development

The foundation upon which a curriculum is based include: the Society - its needs and culture, the relevant knowledge, and the learning theories. Let us discuss each of these foundations briefly.[C]

The Society- its needs and culture Each society has its own needs, and its own social, economic, and political character. It has its own culture, values, and social classes, its own size and rate of population growth, age compositions, and ethnic heterogeneity. A combination of all these factors, together with others, is the major source or foundation upon which a curriculum is based.

In social work education, a curriculum must be designed for students to learn, and to become upon completion of their training, competent beginning workers, so that they will be able to meet certain demands by the society. A curriculum design and organization that is constructed in an ivory tower , without knowledge of the societal demands that will be made upon the workers may be worthless. In order to keep in pace with a changing society, a curriculum must be constantly tried, reviewed, and revised. Knowledge about the characteristics and needs of the changing society can provide some guidelines, not only for determining the objectives of the curriculum, but also for selecting up-to-date curriculum content, and for deciding what to stress in the learning activities.

The Relevant Knowledge A curriculum in social work is designed to impart a substantial body of professional knowledge and skills derived either from related disciplines such as anthropology, biology, economics, psychology and sociology, or developed within the profession through field practice and research. Such a body of professional knowledge cannot reflect the interests of any particular group, be they students or faculty, politicians or foundations. The relevant knowledge must not only meet the demands of the immediate situation in society, but must prepare students to transfer such a body of knowledge and skills to a new situation or to problem solving in the unpredictable future.

The Learning Theories A curriculum is essentially a plan for learning. No curriculum can be regarded as adequate unless its designer knows a good deal about learners and learning. Understanding a learner's attitude, intelligence, interest, and motivation is one thing, developing methods of teaching and evaluation is another.

There are many schools of learning theory. Since social work knowledge derives mainly from related disciplines and must be applied to the field knowledge of such theories as integration and transfer is essential in building a sound curriculum.

Without the three foundation area cited earlier a curriculum can hardly be developed. Strictly speaking, none of the available studies can be considered as a groundwork for the development of a curriculum. One may claim that all knowledge derived from research studies in social work is relevant to social work education, which is true to the extent that a cumulation of any knowledge is relevant to education. But it is reasonable to say that investigation in the three foundation areas is almost non-existent.

Curriculum Design and Organization

Generally speaking, research on curriculum design and organization consists of: studies of curriculum objectives - their classification, range, and the time-span for achieving them; curriculum content - subject organization (the balance of breadth and depth), the establishment of a sequence providing cumulative learning, and the integration of theory and practice; and the methods of and strategy for change. A well designed and organized curriculum in social work education should provide the learner with an opportunity to acquire integrated knowledge and specialized skills with his mental ability for achievement, his educational goal in a minimum period of time.

Since the early thirties, curriculum study has become a major activity in social work education. The study by Hollis and Tayler in 1951 contains valuable chapters on curriculum, but the study as a whole deals with broad areas of social work education.[D] The 1959 Curriculum Study of the CSWE is the only comprehensive study of this nature.[E] The study, directed by Boehm, contains a total of 13 volumes ranging from studies of curriculum objectives to the teaching of values and ethics in social work education. The aim of the study was to establish a design for an effective, balanced social work curriculum.

According to Boehm, social work curriculum has two basic components: the scientific-philosophical foundation component, and the method component. The former consists of curriculum areas which represent the relationship between basic knowledge derived from the biological and physical sciences, the social sciences, and the humanities, and from social work knowledge dealing with the individual, the group, society, human growth, social values and ethics, and social work policies and services. The latter consists of five methods components including casework, group work, community organziation, administration, and research. In the first volume of the study on curriculum objectives Boehm also discussed field learning and the distribution of educational objectives over the undergraduate-graduate continuum.

The study undoubtedly provides a framework for the development of a curriculum design and has served as a valuable teaching document. Whether such a study can be regarded as a grand design for social work curriculum structure is more or less subject to an individual point of view.[F]

Since 1960, changes in curriculum content and organization have taken place on different levels in many schools across the country. So far no attempt has been made to assess the impact and effect of the 1959 Curriculum Study on social work education in the United States.

Two recent studies of curriculum design and organization dealt with the question of the length of the existing master's program in social work. One, at the University of Missouri School of Social Work at Kansas City, Missouri between 1964 and 1967, was reported by Jones, Ernst and Osgood (51). This experiment studied the effect of a reduction in time-span by replacing the current two year training in graduate social work education with a one year program. The results revealed no significant differences in terms of their beginning competence between the experimental group in the one-year program and the comparable groups in the regular two year program. Since no attempt had been made to control a number of variables in the research design and there is a lack of sound justification for selecting particular types of measurement processes, many questions can be raised regarding the design of the experiment and the validity of the findings.

The other study is by Kadushin (52) of the University of Wisconsin (Madison), who attempted to investigate the feasibility of changing the basic master's program from a two year to a 3-2 program (three undergraduate years and two years at a professional level of education). The initial phase of the study, completed in 1968, only tested a series of evaluation measures as to their discriminatory capability when applied to the proposed experimental program. Findings of the initial stage of the study indicate that none of the measuring instruments selected successfully discriminates between the different groups of students tested. Procedural changes pointed out in Kadushin's report include selection criteria for differential groups and differences in the kinds of changes to be measured and may result in a shift of the design of the study to a direction that is more desirable for testing.

One of the major problems in social work education is how to bring together the two parts of learning experience (class room and field) to achieve continuity of experience, and integration of learning. The problem is more serious in the block plan in which students have class instruction and field placement in rotation rather than in successive terms or semesters. In his study of this problem Gilpin (53) concluded that closing the gap depends upon the professional integration of the teacher, advisor, or supervisor.

In studies of a related problem Arndt (54) identified content related to administration taught in first year field instruction, while Grover (55) assessed the effects of incorporating socio-cultural content in field work teaching.

Another area of inquiry was an assessment of the effect of differences in curricula and experiences on study attitudes and knowledge. Begab (56) found in his study that the introduction of content on mental retardation in the basic curriculum of social work education does not materially affect student knowledge and attitudes. On the other hand, students in field instruction placements primarily serving retarded clients are significantly superior in knowledge about mental retardation than other students and demonstrate greater changes in attitudes.

As cited in Chapter Three, Hellenbrand (2) studied the major trends in the development of social casework practice and teaching during the period of 1918 and 1936, while Sikkema (3) conducted a historical study on the objectives of field work in social casework from 1898 to 1955. In addition, Boyer (57) sought to identify the operative objectives in field instruction and Green (58) examined learning areas in field instruction. Both studies concentrated on first year casework students in field placements.

To sum up, it may be said that during the 1960-68 period one of the significant areas of investigation was the re-designing of the two year master's program by reducing its time-span. There were a number of studies on the integration of classroom and field learning but research was rather spotty. So far, no organized effort has been reported on a study of the objectives and content of the three major methods - casework, group work, and community organization - in terms of subject classification, organization, and integration of theory and practice.

Evaluation of Curriculum Outcomes

One of the major phases in the total educational process is to evaluate the degree to which a student learns through involvement in a particular curriculum. The evaluation of curriculum outcome may range from obtaining a representative achievement in a particular area of student learning, to an over-all change of behavior, but the main purpose of the evaluation is to validate the hypotheses upon which the curriculum is based.[G] It is generally expected that such an evaluation can also provide information on the weakness and strengths of the curriculum in terms of its design and organization.

Professional education such as social work education holds a unique position in testing student mastery of knowledge in the field before their graduation. One of the comprehensive studies in this type of research was conducted by Schubert (59) in the early sixties to measure the association between student achievement in field work and the nature of field teaching. Both student performance and the quality of field instruction were major areas of the evaluation. Another experimental study was conducted by Gordon and Schutz (60) between 1963 and 1968 to detect differences in educational outcome at graduation time between students exposed to different field experiences. Though the two studies yielded different results, both are examples of the kind of research undertaken in evaluating curriculum outcomes in social work education.

In a similar approach, Sterne (61) undertook a study to evaluate the initial influence of different structures of field learning upon students' mastery of classroom knowledge. While Reid (62) searched for an answer as to how casework treatment methods were influenced by the amount of training, Orcutt (63) studied anchoring effects in the clinical judgments of social work students in the field.

Although studies undertaken by Hess (64), Logan (65), Merrifield (66) and Schubert (67) were made to develop an instrument or method for measuring student performance in field work, evaluation of student performance was their primary goal for the task.

In addition, studies undertaken by Haworth (68) and McCune (69) either to measure the theoretical orientation toward human behavior acquired by students or to analyze students' behavioral styles in terms of their classroom and field work performance are another way of evaluating curriculum outcomes. Two studies that did not directly measure curriculum outcomes are those of Briar (70) and Joelson (71) who studied how students' judgments in field practice were effected by variables other than field instruction in casework.

There is no doubt that the research effort made by the studies cited above in evaluating student performance, especially in field work, serves an important role in teaching, but knowing students' progress and changes is only one aspect of evaluation of curriculum outcomes. The other important area is the assessment of degree to which students attain the objectives of curriculum. Without such knowledge it would be difficult to improve the curriculum. None of the studies reviewed so far can provide an answer to such questions in their findings.

Teaching Methods and Teaching Aids

Teaching Methods

One professional practice similarity between social work and education is that both have an "artistic" element - the art of helping and the art of teaching. This puts teaching and social work beyond the pale of rational analysis and science, and makes pedagogue methods difficult to identify.

Despite such qualities in both professions, however, teaching is basically an activity aimed at the achievement of learning, in which certain patterns can be established, grouped, and classified in terms of either models or methods. According to Scheffler there are three kind of teaching models: the impression model, the insight model, and the rule model.[H] The best known teaching methods are recitation, discussion, laboratory or project work, problem-solving, and activity.[I] Student-centered versus instructor-centered teaching, and homogeneous versus heterogeneous grouping are approaches to the discussion method.

Another aspect of teaching methods is related to the roles and behavior of the teachers or instructors and their relationship with students. An analysis of the teacher's role and behavior can provide patterns of teaching and their effects on the learning process.

In social work education, the research undertaken in recent years on either teaching methods or teacher roles and behavior has been limited. One study by Holtzman (72) was to identify the major teaching methods in field instruction in casework. While McGuire (73) used a two-fold classification of educational objectives, and teaching methods to provide a more systematic approach to field work instruction, Somers and Gitlin (74) sought data on the development and nature of innovation in field instruction. Both studies are on the method of group work. Few attempts have been made to study the roles and behavior of either classroom or field instructors in terms of their effects on teaching in social work. The studies by Garber (75), Kagan (76) and Strean (77) focused on the relationship between students and field instructors and their role expectations.

In addition, Rose (78) conducted a study on students' views of supervision in order to explore the characteristics of student reactions to supervision and to better understand the dynamics of supervision. Ott and Griffiths (79) attempted to study methods of developing student's strengths, while Bloom (80) explicated the nature and timing of observed change in the student's use of the self for professional service.

Teaching Aids

Teaching aids are materials supplied to and used by a teacher or school to supplement instruction - classroom and field - to stimulate the interest of students, to help them to learn, or to indicate what they have learned. Such materials or instructional resources range from self-instruction programs, varieties of audio-visual devices such as films, television, and tape recordings, to the school's library.

Research on the use of teaching aids or instructional media and their effects on learning is a common area of inquiry in education in general.[K] The use of the teaching aid is not new in social work education, but as far as research is concerned, there are only two known studies since 1960. One was a questionnaire survey by Norwood (81) in 1966 to find out the degree to which schools of social work in the United States and Canada were interested in and had the facilities available to use televised materials for instruction. The other, was also a questionnaire survey, by Lovejoy (82) in 1963 to study the extent to which social work students were taught library procedures and use of resources.

Summary

One of the principle functions of education and the fundamental activities of teachers is development of a sound curriculum. In order to achieve such a goal one most gather current and valid data, experiment with new methods and new programs, and test and measure their validity and effects. These are some of the basic steps in research without which no curriculum can be designed and built. The studies on curriculum in social work education are limited, but they contain invitations to broader and deeper inquiry and experimentation.

Footnotes

A. Hilda Taba, Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962, p. 268.

B. Nolan C. Kearney and Walter W. Cook, "Curriculum" in Chester W. Harris, ed., Encyclopedia of Educational Research, op. cit., pp. 358-364

C. Sources of references include: G. Robert Koopman, Curriculum Development. New York: The Center for Applied Research in Education, Inc., 1966; Hilda Taba, Curriculum Development: Theory and Practice, op. cit.; and Nolan C. Kearney and Walter W. Cook, "Curriculum" in Chester W. Harris, ed., Encyclopedia of Educational Research, ibid.

D. Ernest V. Hollis and Alice L. Taylor, Social Work Education in the United States. New York: Columbia University Press, 1951.

E. Werner W. Boehm, Objectives of the Social Work Curriculum of the Future. New York: CSWE, 1959.

F. For example, Wayne Vasey pointed out in his article, "The Curriculum Study: Implication for Graduate and Undergraduate Curricula" in Social Casework, January,1960 that the Curriculum Study was neither a grand design for curriculum structure, a study of social work practice nor a research project.

G. Hilda Taba, op. cit., p. 314.

H. Israel Scheffler, "Philosophical Model of Teaching," Harvard Educational Review, 35 (2), Spring, 1965.

I. Norman E. Wallen and Robert M.W. Travers, "Analysis and Investigation of Teaching Methods" in N.L. Gage, ed., Handbook of Research on Teaching. Chicago: Rand McNally Co., 1963, p. 480.

J. W.J. McKeachie, "Research on Teaching at the College and University Level" in N.L. Gage, Handbook of Research on Teaching, ibid., pp. 1132-1148.

K. A.A. Lumsdaine, "Instruments and Media of Instruction" in N.L. Gage, ed., Handbook of Research on Teaching, ibid., pp. 583-682.

CHAPTER SIX

Research on Institutional Characteristics and Inter-Institutional Relationship in Social Work Education

Introduction

To search for comprehensive knowledge of a specific area of higher education such as social work education we not only need to investigate the students, faculty and curriculum involved in the educational process, but to understand the school as an institution. In other words, schools of social work, like other institutions in higher education, are not merely made up of a collection of individuals and programs. They are formal organizations controlled by laws or formal rules and administered under a budgetary policy. Within a school there are interactions between students, faculty, and administration; outside there are interrelations among institutions, and between the institution and local, national, or international agencies. In order to improve educational services, and to develop innovative programs, research on the characteristics of schools and their relations with parent institutions and local and national agencies is essential. The following topics are included for the purpose of this survey: characteristics of schools of social work, administration and finance of schools of social work, relationship between administration, faculty, students and alumni, relationship between schools of social work and their parent institutions and local and national agencies, and international social work education.

Characteristics of Schools of Social Work

Since each school of social work is located in a different geographical area and has its own affiliations, resources, admission policies, and academic standards, characteristics of schools should be analyzed in terms of these variables. Statistics on Social Work Education (41) provides data with regard to class and field instruction concentrations, length of master's degree programs, field instruction programs (block and concurrent), size of enrollment, graduates, and faculty. These data can also be used for analysis of the characteristics of the schools.

Another basic characteristic of a school of social work is its accredited status. The CSWE's Commission on Accreditation is the sole accrediting body for social work education in the United States and Canada. Although it has been the policy of the Commission to avoid developing a fixed curriculum, accredited status is nevertheless reviewed and assessed in terms of the educational goals to be achieved by the individual schools.[A] Such educational goals for a two year program leading to the professional master's degree may be identified as a characteristic of a school of social work.

Comprehensive information about schools of social work is collected periodically by the semi-autonomous CSWE Commission on Accreditation, but these self-study reports are regarded as confidential and are not available for research purposes.

One recent study dealing with a group of schools was conducted by Laurin Hyde Associates (83) to assist in planning new schools for New York State. Data of this study consist of some basic characteristics of schools of social work in New York State together with some suggested criteria for developing and establishing new schools. There is, however, no similar national study on the characteristics of schools of social work.

Administration and Finance of Schools of Social Work

Schools of social work, like many other professional schools, have become complex organizations. The efficiency of operation of such organizations requires more and better information for use in decision making processes. Research is needed, not only for improving the existing programs and services, but also for searching out innovative methods and new resources.

Studies about the administration and financing of schools of social work consist roughly of areas such as building (campus) planning, space utilization, financial input and output (including cost of training per doctoral and master's "product"), admission policy, work loads, scholarship, fellowship, and related matters, and the evaluation of administrative performance.

Little research has been undertaken in social work education to investigate administrative performance. While Lower's report (50) on faculty loads can be regarded as an exploratory study, the Laurin Hyde study (83) provided some data on the over-all school administration which could lead to further research in depth.

Relationship between Administration, Faculty, Students and Alumni

Not until the recent student revolt on many college and university campuses did educators pay much attention to the relationship between the various groups which comprise the academic community, i.e. administration (including parent institutions and boards , faculty, students and alumni). Students are challenging the old order, and want a greater voice in their education. Because the faculty is often divided and alumni withdraw their support, the administrative bodies find it difficult to act against disruption and to carry out future work effectively. It is likely that there is a need for new channels of communication. There is no doubt that there is a need for more facts about what the majority of the students, faculty, and alumni feel, think, and want in terms of educational objectives and a code of conduct in higher education today.

Schools of Social Work are not exempt from these problems. While violent and obstructive tactics have occurred in only a few schools, a lack of communication of attitudes of one group towards another on educational and ethical issues does exist in many schools. Research studies along these lines which might help in developing new methods of communication are almost non-existent in social work education and in education in general.

Relationships Between Schools of Social Work and their Parent Institutions and Local and National Agencies

No school of social work can exist without some support and cooperation from its parent institutions and from agencies on the local and national levels. This support and cooperation reflects the amount of contributions made by the schools. Hence, a study of the relationship between schools and their parent institutions and local and national agencies may reveal data concerning the school's performance. Under ordinary circumstances such a study in evaluation can be undertaken only by the school's administration and faculty because they alone possess the information pertinent to the subject matter. So far, no study of this nature is available nor is there any study concerning the relationship between the schools and the CSWE, the sole national body devoting its attention to social work education.

A variety of patterns of relationship between schools and their parent institutions and local and national agencies can also be identified and analyzed in terms of geo graphical location, finance, affiliations, programs, and educational outputs (including mainly publications).

The only research available in this area is a study of the distribution of authority for major decisions in main program areas by schools of social work with their parent institutions. In an analysis of four program areas including admission, academic, personnel, and fiscal policies and practices, Kristenson (84) explored the question of the nature and consequence for the professional schools of social work of their organizational relationships to the parent institutions. Findings of the study reveal a relationship between the sixe of the schools, the degree of freedom in making decisions in certain program areas, and the general trends of schools of social work in so far as autonomy in administrative relationships is concerned.

International Social Work Education

For many years the United States and Canada have assumed leadership in sharing social work knowledge and methods with foreign lands. In order to promote and further strengthen social work education outside of the United States and Canada, the CSWE has recently established a new Division of International Education. One of the primary objectives of the Division, as Kendall pointed out, is the transfer of information from accumulated but unreported experiences of educators and practitioners familiar with social work education around the world into an orderly collection of data that may be consulted by all who need this information.[B] Among the major activities in research on international education are comparative and cross-cultural studies in social welfare and social work, the development of teaching materials, and the identification of international reference sources.

One area for research in international social work education is an assessment of the educational experience of students from foreign countries who have received graduate education in social work in either the United States or Canada. The findings of a mail questionnaire study conducted by Murase (85) in the early sixties reveal that no major curriculum changes were indicated by students from underdeveloped countries. However, these students suggested that emphasis be placed upon content in social welfare policy and service, social welfare administration, community welfare planning, and social research. It is interesting to note that in recent years such an emphasis has become the trend in social work education in North America.

In his study of two groups with regard to attitudinal changes resulting from training in social work in the North America model, Walz (86) found that social workers from a foreign country and social workers of North America held almost totally different attitudes towards persons and their social situation despite their common training.

Summary

The content of research on institutional characteristics and inter-institution relationships in social work education covers broad areas, but there remain many areas of inquiry that have not been distinctly defined or adequately explained. May universities have now established separate departments or centers for institutional research. The few studies available in social work education in no way represent an adequate research of the field. Attention should be paid to encouraging and promoting this type of inquiry in the near future.

Footnotes

A. Rachel B. Marks, "Education for Social Work" in Harry L. Lurie, ed., Encyclopedia of Social Work, New York, NASW, 1965, p. 279.

B. Katherine A. Kendall, "Highlights of the New CSWE Program of International Cooperation in Social Work Education", Social Work Education Reporter, CSWE, XV(2), June 1967, pp. 20-23, 37, and 42.

CHAPTER SEVEN

SUMMARY

This survey was made to identify, describe, and analyze research related to social work education published between 1960 and 1968, and to provide classified abstracts of the relevant research. In addition, it is hoped that the survey will identify and call attention to major trends and gaps in research in social work education.

Research studies were identified through doctoral dissertation lists, social work journals, major abstracts and indexes, reports of research projects, and lists of studies supplied by deans and directors of schools of social work in the United States and Canada. They were grouped into four major areas of social work education: History and Philosophy, Manpower Supply, Curriculum, and Institutional Characteristics and Inter-institutional Relationships.

Of a total of 86 studies, 52 percent were doctoral dissertations, 22 percent were articles appearing in periodicals, and the remaining 26 percent were reports from research projects, mongraphs,books, or articles appearing in books.

Since abstracts of all research identified are provided in the Appendix, the review was made on a selective basis. Such a review provides some limited quantitative data which may reveal the trends and gaps in social work education presented in the following section.

Trends and Gaps in Research of Social Work Education

As mentioned in Chapter Two, efforts were made to provide a brief discussion or a list of major variables dealing with pertinent area of studies. This review reveals the lack of studies in some areas. The gaps existing in research related to social work education are self-evident, though they cannot be determined quantitatively.

The distribution of the identified research studies in social work education is presented in Table III. Of the 86 studies, more than half were published in 1966-68, over a third in 1963-62.

Research related to social work education has been concentrated in two fields of studies: manpower and curriculum. Nearly one half of the studies probed the area of manpower supply, and over one third examined curriculum. Also, the rate of increase in the number of studies is greater in manpower supply and curriculum.

There were few studies in the area of manpower supply in the early sixties (1960-62 period), but the number of studies increased in every sub-category, except that of admission, from the period of 1963-65 to that of 1966-68. Nevertheless, the number of studies of admission was the largest among all 17 categories within the four major areas of social work education from 1960 to 1968.

There has been a steady increase in the number of research studies on curriculum from 1960 to 1968. There were no studies in the area of "Foundation for Curriculum," but the number of studies in the three other sub-categories were evenly divided.

TABLE III

Frequency and Percentage Distribution of Research Related to Social Work Education, by Educational Classification and Time Intervals, 1960 - 1968

Social Word Education	Total Studies No.(%)	1960-62 No.(%)	1963-65 No.(%)	1966-68 No.(%)
Total	86(100)	10(11.6)	32(37.2)	44(51.2)
History and Philosophy	11(12.8)	2(2.3)	5(5.8)	4(4.7)
History	5	-	3	2
Philosophy	6	2	2	2
Manpower Supply	39(45.3)	2(2.3)	15(17.4)	22(25.6)
Vocational Development	6	-	2	4
Factors Influencing Manpower	7	1	2	4
Admission	14	1	8	5
Manpower Input	5	-	1	4
Manpower Output	3	-	1	2
The Faculty	4	-	1	3
Curriculum	32(37.2)	5(5.8)	12(14)	15(17.4)
Foundation for Curriculum	-	-	-	-
Design and Organization	8	1	3	4
Evaluation of Outcomes	13	3	4	6
Teaching Methods and Aids	11	1	5	5

(Table III is continued on the next page)

Institutional Characteristics and Inter-institutional Relationships	4(4.7)	1(1.2)	-	3(3.5)
Characteristics of Schools	1	-	-	1
Administration and Finance	-	-	-	-
Administration, Faculty, Students and Alumni	-	-	-	-
Schools and Parent Institutions and Local and National Agencies	1	-	-	1
International Education	2	1	-	1

The number of studies in both "History and Philosophy" and "Institutional characteristics and Inter-institutional Relationships" are too small to provide an indication of trends or gaps, or to be used for meaningful interpretations.

The number of studies related to social work education in terms of research classification is shown in Table IV.

TABLE IV

Frequency and Percentage Distribution of Research Related to Social Work Education, by Research Classification,1960-68

Type of Research	No.	%
Total	86	100
Administrative Statistical Inquiries	1	1
Historical Research	5	6
Exploratory Research	11	13
Survey	12	14
Descriptive Research	44	51
Experimental Research	6	7
Testing and Evaluating the Utility of Research Instruments or Methods	7	8

Of the 86 studies, slightly more than half can be classified as descriptive research. The next largest categories are survey and exploratory studies, the former having 14 percent and the latter 13 percent. The four remaining categories all have less than 10 percent. Many researchers classified survey and exploratory studies as parts of descriptive research. In such a case it may be said that the overwhelming majority of studies in social work education are descriptive. Although a number of studies have been classified as experimental research, questions may be raised in terms of their experimental design, especially with regard to the sampling methods employed. In view of the nature of this survey, such studies have been grouped into the category of experimental research as defined in the first chapter.

To sum up, it may be said that the trends in research in social work education have been toward studies of manpower supply and curriculum. The majority of researchers employed the descriptive research method. The lack of studies in the field of educational history and philosophy, and institutional characteristics and inter-institutional relationships is evident. The feasibility of using the experimental methods in social work education research will need to be explored.

Limitations of the Survey

This survey reveals some trends, gaps, and deficiencies in research related to social work education. These are made particularly evident because of the special classification system developed for this survey. Different results might have been secured had a different classification system of social work education been used.

Many of the studies reviewed are doctoral dissertations. Some of them did not have sufficient samples from which inferences could be drawn, and they often dealt with a single educational institution or welfare agency. As a result, one has difficulty in reaching meaningful conclusions applicable to social work education as a whole.

The review was based on original articles, reports or books. Some of the doctoral dissertations were not available at the time this survey so that the author's own dissertation abstracts was used instead.

The major limitation of this survey was the time allowed to carry out the various phases of the undertaking, including the identification of research studies from hundreds of articles, indexes, abstracts, reports and books and the preparation of the final report. Although time allowed for this survey was ten months, the preliminary work necessary to organize and conceptualize the task did not leave sufficient time to allow the investigator (who devoted only part-time to this project) to prepare critical reviews of all identified studies. Had this been possible, a different type of study would have resulted.

Appendix A

COUNCIL ON SOCIAL WORK EDUCATION

345 EAST 46th STREET - NEW YORK, N.Y. 10017 - 212 OXFORD 7-0467

#69-410-5
February 17, 1969

MEMORANDUM

TO: DEANS AND DIRECTORS OF SCHOOLS OF SOCIAL WORK

FROM: FRANK M. LOEWENBERG
DIRECTOR, DIVISION OF SPECIAL PROJECTS AND RESEARCH

I would greatly appreciate it if you would send me a list of research studies related to social work education undertaken and/or published by your faculty and students from 1960 to 1968.

As you probably know, the Council has recently initiated a project entitled, "Analytical Survey of Research Related to Social Work Education." The project, which was originally recommended by the CSWE Commission on Educational Research, has been made possible through a grant from the Office of Education, HEW. Dr. Y.C. Wu of the School of Social Work, University of Connecticut, is the principal investigator for this project. The study will result in the publication of an annotated and classified summary of relevant research. At the same time, it is hoped that the project will provide a foundation for expanded programs of educational research.

In order to assist you and your faculty in identifying research studies related to social work education, Dr. Wu has suggested a tentative definition of research for the purpose of this project as follows: "A systematic investigation in the search of factual or inferential knowledge, the results of which have been made available to the public." Under the above definition it is expected that all master's theses and doctoral dissertations related to social work education will be included for the study, though they are not generally considered as published documents.

Your kind assistance and early reply in this matter will be most appreciated. Please reply to Dr. Y.C. Wu, CSWE, 345 East 46th Street, New York, N.Y. 10017.

Appendix B

69-400-5

COUNCIL ON SOCIAL WORK EDUCATION
345 EAST 46TH STREET - NEW YORK, N.Y.10017 - 212 OXFORD 7-0467

May 5, 1969

MEMORANDUM

TO: Deans and Directors of Schools of Social Work

FROM: Y.C. Wu, Principal Investigator

Some time ago we sent you a memorandum in which we ask you for a list of research studies related to social work education undertaken and/or published by your faculty and students from 1960 to 1968.

We have not yet heard from you and would greatly appreciate it if you could ask one of your faculty to send us this information soon, before the end of the academic year. We realize how busy you must be, but your cooperation will be of real help in our study.

Thank you.

N.B. Please address your response to:

Dr. Y.C. Wu
Council on Social Work Education
345 East 46th Street
New York, N.Y. 10017

Appendix C

Replies to the inquiry for a list of research related to social work education were received from the following institutions.

Adelphi University, Graduate School of Social Work
University of Alabama, School of Social Work
Barry College, School of Social Work
Boston College, Graduate School of Social Work
Boston University, School of Social Work
Bryn Mawr College, Graduate Department of Social Work and Social Research
University of California - Berkeley, School of Social Welfare
Carleton University, School of Social Work
Case Western Reserve University, School of Applied Social Sciences
Catholic University of America, The National Catholic School of Social Service
University of Chicago, School of Social Service Administration
Columbia University, School of Social Work
University of Connecticut, School of Social Work
University of Denver, The Graduate School of Social Work
Florida State University, School of Social Welfare
Fordham University, School of Social Service

Appendix C (Continued)

Fresno State College, School of Social Work

University of Hawaii, School of Social Work

Indiana University - Purdue University, Graduate School of Social Service

University of Iowa, School of Social Work

University of Kansas, Department of Social Work

University of Louisville, The Raymond A. Kent School of Social Work

University of Maryland, School of Social Work

Marywood College, School of Social Work

Michigan State University, School of Social Work

University of Michigan, School of Social Work

University of Minnesota, School of Social Work

University of Missouri - Columbia, School of Social Work

University of Montreal, Ecole de Service Social

University of Nebraska, Graduate School of Social Work

State University of New York at Buffalo, School of Social Work

University of North Carolina, School of Social Work

The Ohio State University, School of Social Work

University of Oklahoma, School of Social Work

Our Lady of the Lake College, Worden School of Social Service

University of Pennsylvania, School of Social Work
Portland State College, School of Social Work
Rutgers, The State University, Graduate School of Social Work
San Diego State College, School of Social Work
Simmons College, School of Social Work
Smith College, School of Social Work
University of Tennessee, School of Social Work
University of Texas at Arlington, School of Social Work
University of Texas - Austin, School of Social Work
University of Toronto, School of Social Work
University of Utah, Graduate School of Social Work
Virginia Commonwealth University, Richmond School of Social Work
University of Washington Libraries
Wayne State University, School of Social Work
University of Wisconsin - Madison, School of Social Work

Appendix D

Each of the abstracts below consists of title, author's name, publisher, date of publication, purpose, methodology or sources, and major findings or a brief description. Numbers of the abstracts correspond with those in the text of the Final Report.

Research on History and Philosophy in Social Work

1. Social Work Education and Practice 1898-1955
   Charles S. Levy
   Wurzweiler School of Social Work, Yeshiva University, N.Y. 1968
   Purpose: To trace the history of social work education from the close of the nineteenth century to 1955.
   Sources: Secondary sources.
   Description: The major content of this monograph deals with the origins and development of social work education, objectives of the early schools, trends in content and emphasis in social work education, and the function of accreditation.

2. SASS: Fifty Years of Social Work Education. A History of the School of Applied Social Sciences, Case Western Reserve University
   Thomas. F. Campbell
   The Press of Case Western Reserve University, 1967.
   Purpose: To trace the history of the School of Applied Social Sciences, Case Western Reserve University over a fifty year period from its beginnings in 1916.
   Sources: Materials are based primarily on the school's records, minutes, memoranda, correspondence and the annual reports of the various deans.
   Description: While the focus is on the development of the school, its history reflects the larger issues, concerns, and trends of the social work profession and the changing picture of social work education throughout the fifty year period.

3. Main Currents in Social Casework, 1918-1936: The Development of Social Casework in the United States as Reflected in the Literature and in Classroom Teaching Material.
Shirley C. Hellenbrand
Columbia University (Doctoral dissertation) 1965

Purpose: To analyze the major trends in the development of social casework practice and teaching, and to delineate the pattern of casework evolution and the issues which have pre-occupied practitioners and educators during the period from 1918 to 1936.

Methodology and Sources: Practice literature from 1918 to 1936 was examined to answer questions about the major foci of casework attention and about the theoretical framework and philosophical assumptions with which casework was operating. In addition, there was an examination of classroom teaching materials (from records of the American Association of Schools of Social Work, four schools of social work, and leaders in professional education), in order to throw light on the content of generic courses on the teaching method and materials used, and on the relationship between classroom teaching and practice.

Findings: The study revealed that there were marked changes in philosophy and methods, and in the use of a theory base in casework practice and similar changes inthe objectives and content of generic courses over the years. The era of 1918-1928 was found to be very different from 1929-1936.

The study discerned a number of issues which have continued to be problematic.

4. The Objectives of Field Work in Social Casework, 1898-1955.
Mildred Sikkema
University of Chicago (Doctoral dissertation) 1964
Purpose: To examine objectives of field work in social casework for the purpose of providing a perspective as a basis for future investigations concerning field work.
Methodology and Sources: Objectives of field workd during the 1898-1955 period were traced through materials of accredited schools of social work in the United States, a study in depth of four schools, the historical fields of appropriate professional organizations, and the writings of those engaged in developing social work education. In addition, the social work literature was examined to gauge the impact of social and economic problems and of new knowledge on field work objectives.
Findings: In the early years objectives tended to emphasize skills in the practice of social work method and use of the supervisory relationship as a prime channel for professional development. Although various efforts were made over the years to make field work an integral part of the curriculum, objectives continued to be stated in practice terms rather than as educational tasks and to apprenticeship learning. It appeared that objectives were not used consciously as significant educational tools.

5. The Development of Group Work Education in Schools of Social Work in the United States, 1919-1948.
Sara Elizabeth Maloney
Western Reserve University (Doctoral dissertation) 1963.
Purpose: To study the development of group work education in schools of social work, to establish through historical documentation that group work has been accepted as a

professional social work method for which schools of social work should provide education.

Methodology and Sources: This study focused on examination of nine selected schools of social work, (particularly Western Reserve) and professional and educational associations closely related to the history of social group work education.

Findings: The study revealed that the study of group work was included in the core curriculum recommended for schools of social work as early as 1932, but it was not until 1948 that group work gained acceptance as one of the methods of professional social work for which accredited schools of social work should provide education.

6. The Impact of the First Year of Professional Education in Social Work on Student Value Positions
Diane L. Bernard
Bryn Mawr College (Doctoral dissertation) 1967

Purpose: To examine the impact of the first year of professional social work education on the value position held by students.

Methodology: The study sample consisted of 21 casework students entering the Graduate Department of Social Work and Social Research of Bryn Mawr College in September 1964. All of the material produced by the students in the course of the first year of graduate study, such as term papers and examinations, were collected along with field instruction reports and comments by all classroom instructors and advisers.

These documents were subjected to content analysis, which entailed the development of a Scoring Manual with multiple rating scales as a means for quantifying the data.

Findings: Change was observed to take place in the direction of the ideal on all the value positions selected for study. The findings thus supported the idea that values constitute a significant aspect of what the professional educational program is concerned with transmitting to students.

7. Values in Social Work Education: A Study
L.B. Costin
Social Service Review, 38(3): 271-280. 1964.

Purpose: To investigate the opinions of practitioners, faculty, and students about the importance of certain values to social work education.

Methodology: The six basic value concerns are: Theoretical, economic, aesthetic, social, political, and religious. These values are those measured by the Allport-Vernon-Lindzey Study of Values. Mail questionnaires were used to secure opinions from samples of faculty of schools of social work, NASW members, and social work students.

Findings: Both faculty and non-faculty social workers rated theoretical and political values more important for graduate courses, and aesthetic and religious values more important for undergraduate and extension courses. Non-faculty workers concurred except in extension courses. Social workers selected social, theoretical, and economic values as the top three to be acquired by students, but faculty members rated social, theoretical, and aesthetic values as higher in importance. The faculty was more concerned than the social workers about developing values in students. Among students, the social values were strongest and the economic values were lowest, except for female extension students. Students' perceptions of their own values differed considerably from values social workers thought should be developed.

8. The Values of Social Workers
Albert D. Fuller
University of Southern California (Doctoral dissertation) 1962

Purpose: To examine and measure the values of social workers, as represented by a sample of students and faculty members of the Schools of Social Work, University of Southern California during the 1961-62 academic year.

Methodology: The sample of the study consisted of 129 students and 16 faculty members. Instruments used for data collection and measurement of values include a questionnaire designed for the study and the Allport-Vernon-Lindzey Study of Value Test.

Findings: The mean values scores of respondents were much higher than the norms for all United States college students in social and aesthetic values and somewhat higher in theoretical values. Their scores were much lower in economic and religious values and somewhat lower in political values. As age, education, and/or experience increased, among the members of the sample, theoretical and aesthetic values scores also increased. At the same time, and in like proportion, economic and religious values diminished. The values scores of those in the first year of the master's degree program differed somewhat from those of the faculty members. The scores of those in their second year and those in doctoral programs became increasingly similar to those of the faculty members.

9. *A Study of the Values of Social Workers*
Donna C. McLeod and Henry J. Meyer
In Edwin J. Thomas (ed.) *Behavioral Science for Social Workers.* New York: The Free Press, 1967.

Purpose: The major question considered in this study was whether professionally trained social workers can be distinguished from untrained social workers on any or all of the value orientations espoused in the literature of the profession and whether factors other than professional training may be related to differences in value position among social workers.

Methodology: A social value test constructed to reflect these value positions, was administered through a mail questionnaire to 293 social workers including fully trained social workers, students in social work training and social workers who had little or no professional training, with approximately equal numbers from each of the three groups. They represented 68 percent of all members in a local NASW chapter in Michigan.

Findings: Seven of the ten value dimensions, delineated as core values expressed in the literature of professional social work, were found to be significantly related to levels of professional social work training. However, professional training was not a significant factor related to the value positions expressed by persons who were not committed to a religious faith.

10. Socialization in Social Work Education: A Study of the Value Areas of Change and Non-change During Social Work Training.
Barbara K. Varley
Western Reserve University (Doctoral dissertation) 1962

Purpose: The major focus of this study was to describe and identify change in values during social work education through a comparison of beginning and graduating social work students. The study also attempted to determine the influence of several selected indices of anticipatory socialization on value assimilation and to examine the relationship between identification with a role model, performance during training, and change in values.

Methodology: The study sample consisted of a group of 61 beginning social work students and a group of 52 graduating social work students at Western Reserve University (these groups were roughly comparable in respect to demographic characteristics, previous exposure to social work, and vocational objectives). Four values presumed to be essential for successful socialization in social work (equal rights, service, psychodynamic-mindedness and universalism) were measured through specially constructed, independent attitudianal scales which allowed for examination of the extent of value change during professional training.

Findings: The most conspicuous finding was the lack of difference between the groups on the four values. In additiona, the beginning group demonstrated more value consensus than the graduating one. Greatest change in values was manifested by students who were "dependent", younger, from lower socio-economic classes, or who had no previous exposure to social work.

The smallest change was shown by students who were older, from upper socio-economic classes, or who had previous exposure to social work.
(An article entitled, "Socialization in Social Work Education" by the same author in Social Work, VIII(3), July 1963, pp. 102-109).

11. Impact of Social Work Education on Students' Values
Dorothy D. Hayes and Barbar K. Valey
Social Work, X (3), July 1965, pp. 40-46.

Purpose: To determine if the values expressed by beginning social worker students differed from those expressed by graduating students and experienced social workers.

Methodology: The sample of the study consisted of 153 students of beginning classes from two schools of social work, 54 students completing training, and 56 experienced students. The instrument used for gathering data was the Study of Value Scale by Allport-Vernon-Lindzey.

Findings: Greater difference was expressed between beginning and graduating male students than between comparable groups of females. Although value differences were more striking between graduating and experienced males than for comparable females, all social workers' values change considerably with actual work experience. It is indicated that social work students place major emphasis on social motives that reflect altruism and a love of people. Of less concern are economic values. They are rarely motivated by political or power interests.

Research on Manpower Supply of Social Work Education

12. Silk Stockings and Blue Collars: Social Work as a Career Choice of 1961 College Graduates.
    Galen L. Gockel
    National Opinion Research Center, Chicago: University of Chicago, 1966.

    Purpose: To find out career aspirations, occupational values, college experiences, plans for employment and graduate training, and a variety of background and demographic characteristics of college students prior to their graduation.

    Methodology: The sample of this longitudinal studyconsisted of over 40,000 seniors from 135 campuses and a questionnaire was used for collecting data. All subjects were followed up annually for three years from 1962 to 1964.

    Findings: A large expansion in the number of social work aspirants occurred during college, with relative stability later. During the college years there was a very large defection from social work, but an even larger recruitment, which resulted in a net gain. Recruits were relatively disinterested in the occupational values of freedom from supervision, opportunities to be original and creative, and money, but strikingly attracted by the opportunity to work with people. They were generally low on the Academic Performance Index. The proportion of men to women retaining interest in social work increased greatly during the time period, but never reached the distribution for all students of 60 percent male and 40 percent female. Retention is higher for men than women, and is positively associated with interest in people, and negatively associated with money.

Association with other variables is not conclusive. (An article entitled, "Social Work as a Career Choice" by the same author appearing in Schwartz, E.E. (ed.), *Manpower in Social Welfare: Research Perspectives*, NASW, 1966, pp. 89-98).

13. *Who Choose Social Work When and Why?*
Arnulf M. Pins
CSWE, 1963.

Purpose: 1) to gather data on who chooses social work and graduate education, when career choices are made and on what factors influence the decision: 2) To consider the implications of the findings for agencies , schools of social work, NASW, social work career committees, and the Council on Social Work Education as they related to recruitment and admission procedures in schools of social work; 3) To raise further refined questions for future research on career choices in social work.

Methodology: The major source of data was a mailed questionnaire administered to all new, full-time, first year students who entered schools of social work in the United States and Canada in the Fall of 1960. A total of 2,771 questionnaires were analyzed in detail. All sixty three schools of social work accredited by the Council on Social Work Education as of July, 1960 participated in the study.

Findings: Considerable demographic data was collected regarding the personal, socio-economic, and educational characteristics of students who ultimately choose social work as a career. That most students are introduced to social work through direct contact with social workers, in social work experiences and in college courses, gives support to the effectiveness of current recruitment programs utilizing social workers in recruiting. The study points up the need to make potential students aware of social work careers earlier in their lives. The important of maintaining relations with undergraduate schools and high school advisors in order to reach students is stressed. The effectiveness of career testing opportunities is furthermore apparent. (A doctoral dissertation entitled, "An Exploratory Study of Factors Influencing Career Choices in Social Work" by the same author is on file at Columbia University since 1963).

14. Clarification of Self and Role Perceptions in Social Work Students During Training: A Study of Incorporation of a Professional Role.
Louis Lowy
Harvard University (Doctoral dissertation) 1966

Purpose: To explore theprocess of incorporation of the professional role by social work students during the first semester of training and the relation of this process to the success of these students. Two major hypotheses tested were 1) Social work students tend to incorporate the professional role early in the training process, and 2) The more successful students will show this tendency to a greater degree than the less successful students.

Methodology: Two instruments, one to establish "role" expectations and one to determine "self-in-role" perceptions, were administered to eighteen members of the faculty at Boston University School of Social Work. Fifty-six students were measured against the role expectations and self-in-role perceptions at three different time periods in their first semester of study. A success scale was constructed whereby faculty and field instructors rated students at the end of the semester and a success index was developed to differentiate students in terms of success.

Findings: There was considerable support for the first hypothesis. Although movement towards role incorporation did not occur in a linear fashion, the relationship between the degree of early incorporation of the social work role and successful performance was not substantiated. There were, however, many specific instances of consistency with the hypothesis which lent credibility to it and suggested new areas of potential study.

15. An Experiment in the Development and Measurement of Empathy in Social Work Students
Clara Louise Hanser Myers
Washington University (Doctoral dissertation) 1966

Purpose: To determine whether the provision of certain selected learning experiences would increase empathy in social work students.

Methodology: A social casework class of twenty-two students was divided into two comparable groups matched by age, sex, and previous social work experience. In addition to usual learning experiences, the experimental group was given additional experiences in role playing with specific discussion. Three measuring instruments were utilized - the social work questionnaire, the empathy test, and the rating sheet for field practice instructors to measure empathy.

Findings: Students in the experimental group showed significantly greater empathy than the control group. It was concluded that the development of empathy in social work students is an important educational objective in social work education, that directed role playing and discussion of role playing incidents in small groups increases empathy, and that it is possible to explicate a course objective, develop learning experiences to achieve that objective, and then evaluate how well it has been met.

16. Processes of Socialization to the Profession of Social Work.
Beulah Rothman
Columbia University (Doctoral dissertation) 1963

Purpose: To examine what happens to graduate social work students with respect to the acquisition of professional norms during the course of two years in graduate school. What is the nature of any changes which may occur?

Methodology: Groups of 41 first year students and 51 second year students were contrasted with each other, as well as with groups of non-social work students, in relation to a set of 16 social work norms which had been empirically identified and whose relative order of importance had been established through the use of practitioner-judges. A personally administered questionnaire was utilized for data collection.

Findings: The ability to identify social work norms could not be attributed to social work education in as much as equivalent knowledge of norms was found to exist for second and first year students, as well as for non-social work students. Graduate social work education was found to be related to knowledge of the order of importance of social work norms and to enactment of professional norms. Acquisition of the order of importance appeared to develop from less important to more important norms.

17. Personality Variables and Career Decisions: A Pilot Study of Law and Social Work Students.
Regis H. Walther
George Washington University (Center for the Behavioral Sciences) 1966

Purpose:	To test the usefulness of a research methodology related to the identification and measurement of psychological and sociological occupational variables.
Methodology:	Psychological and sociological occupational variables of law and social work students were identified and measured. The Job Analysis and Interest Measurement (JAIM), a self-descriptive inventory was given to 495 first or second year students at five schools of social work and 244 first year of graduate law students.
Findings:	The JAIM could be used to differentiate between law and social work students among subspecialities and schools, and could also measure change during an academic year. It also correlated significantly with school performance criteria such as school grades and field ratings.

18. Two Arizona Studies Related to Undergraduate Background for Social Workers.
Naomi Harward
Social Work Education Reporter, XV(4) December 1967, pp. 48-50, 55-56.

Purpose:	One of the studies reporter is related to social work education and was aimed at obtaining data on students' attitudes toward the social welfare program.
Methodology:	A sample of 719 students selected at random from the fields of Social Welfare, Chemistry, English, History, Mathematics,

Nursing, and Psychology were the subjects of the study. The study was conducted by means of a simple check sheet that obtained student ranking of the seven fields of study according to the following variables: intellectual ability required, campus prestige, possibility of service to humanity, interest in subject matter, and likely economic return.

Findings: The Social Service students were about midpoint in their rating on all the variables measured except the campus prestige of Social Welfare which was rated low by all groups, with no significant difference in the ratings. On the variables studied, Social Science majors were not markedly for or against the Social Welfare major or social work employment, and their college training does not appear to have been significant in effecting a change in their attitudes.

19. Some Background Correlates of Occupational Choice: A Study of Students of Social Work and Engineering.
Israel Katz
Western Reserve University (Doctoral dissertation) 1962

Purpose: To explore and identify some characteristics of people who are attracted by (and to) the social work profession, particularly as contrasted with people who go into chemical engineering.

Methodology: A biographical inventory in the form of a questionnaire was designed to extract data with respect to behavioral manifestations of (1) the Lewinian concept of "mixed valence" (or conflict nature), and (2) extra-parental "deprivations". The questionnaire was administered to 501 beginning students at nine schools of social work and 100 seniors in engineering at an institute of technology during the Fall of 1961. Sub-samples were drawn from the sample of the respective occupational groups and matched by distribution on seven demographic variables. The sub-samples were compared on factors relevant to "mixed valence" and "deprivation" characteristics.

Findings: Findings with respect to male students tended to (1) indicate a significant relationship between parent-child conflict and the choice of casework or engineering; and (2) to suggest a polarization of conflict toward the mother in social casework students versus conflict-polarization toward the father in community organization students. "Deprivation" did not tend to discriminate among the groups. Other findings were generally inconclusive.

20. Graduate School Performance of the Undergraduate Social Work Major.
Thomas H. Walz and Gretchen Buran
Social Work Education Reporter, XVI (3) September 1968, pp. 32-33, 44-45.

Purpose: To study the proposition that students with an undergraduate social work education major would perform at a level superior to those lacking such undergraduate preparation in graduate education in social work.

Methodology: An ex-post-facto design was employed in studying the performance of 209 graduates of the University of Minnesota School of Social Work during the years 1960-1966. Three categories were as follows: 1) those graduating from the University of Minnesota in pre-social work sequence, 2) those graduating from other pre-social work undergraduate schools, and 3) those with undergraduate degrees in all other fields. Performance criteria were the students' overall graduate grade point average and global faculty predictions of students' probable performance in practice. Data were gathered from pre-admission tests and student records. Faculty utilized a nine point scale in grading students. Global faculty predictions were made on a three point scale.

Findings: No statistically significant differences were found between the three cohort groups compared on any of the pre-performance characteristics such as sex, years of social work experiences, faculty predictions of graduate school performance, and undergraduate grade-point averages. Significant variations were found in score achieved on the strong vocational interest blank, Oren-Kidneigh social work attitudes inventor, social science grade point averages, and Miller Analogies Test. Age and marital status also differed.

21. Social Work Students and Other Graduate Students: A Comparison.
Seymour Warkov
Manpower in Social Welfare: Research Perspectives, Edward Schwarts (ed.) NASW, 1966, pp. 99-107.

Purpose: To identify potential sources of social work manpower by comparing students in graduate schools of social work with those in graduate schools of other fields.

Methodology: A mail questionnaire survey of 25,000 students enrolled in 37 fields of graduate study including 799 in social work in 1963.

Findings: Social work students reported the lowest percentage of "A" undergraduate grades, the longest intervening periods of time between undergraduate and graduate education, the highest percentage in full-time enrollment and the highest percent of fellowship recipients.

Three out of four students in social work expected employment in private agencies.

22. Undergraduate Students in a Pre-Social Work Sequence.
Thomas H. Walz and Barbara Tingley
Social Work Education Reporter, XV (1) March, 1967, pp. 20-21; 30-31.

Purpose: This study explores three questions: 1)the "type" of student enrolled in pre-social work undergraduate study; 2) Whether there are significant differences among pre-social work students; and 3) How many of the students with pre-social work majors actually continue into social work/social welfare fields.

Methodology: A sample of 42 seniors (34 female and 8 male) constitute the sample out of 410 seniors and juniors in the pre-social work sequence during 1965. The study was designed to elicit data related to major areas of interest, values, self-concept, and attitudes. Values were measured by the Allport-Vernon-Lindzey Study of Values, self-concept by the Twenty-Statements Test-Self, and attitudes by the Oren-Kidneigh Test. In addition to standardized tests a questionnaire was developed to gather data on demographical variables. As a follow up, a second questionnaire was mailed to post graduates in the sample to determine what kind of work or further study the sample subjects had begun.

Findings: Two groups of seniors were identified - those who had expressed a desire for a career in social work (social work orientated) and those who had either selected no career goal or had chosen another field. Significant differences were found between the two groups in terms of values, interpersonal relationships, identification with social work, previous exposure to social work values, and personnel. The follow up revealed that a large proportion of the pre-social work students change from some other field into pre-social work.

23. *A Study of the Needs and Satisfactions of Social Workers as Perceived by College Students and Social Workers*.
Solomon Shapiro
University of Minnesota (Doctoral dissertation) 1964
Purpose: To study the needs and satisfactions of social workers and the perceptions of the needs and satisfactions of social workers by pre-social work students, general college students, general college students, and college of liberal arts students.
Methodology: Information obtained from 169 social workers and 143 students in either pre-social work sequence, college of liberal arts or the general college included six different sources such as personal data, questionnaire and rating scales.
Findings: Social workers can be described in terms of their need set, and length of experience had relatively little effect on the mean scores of the test employed. Perception of the social worker's needs and satisfactions by the pre-social work students showed considerable difference on the scales used. Students ranked social work as 12th in social status, while social workers ranked it as number five.

24. *Financial Aid to Social Work Students*.
Arnulf M. Pins
CSWE, 1965
Purpose: To provide basic data and background for discussion of trends and issues regarding financial aid for social work students.

Methodology:	A compilation of information available from other studies on financial aid in social work education and in higher education generally, and the presentation of data coming from two special studies of social work students in 1960 and 1961. The first study was conducted by the author as listed (13), while the second was a follow-up study on the same group of students when they became second year students.
Description:	Quantitative data were provided in connection with some basic questions such as: How did students finance their education? What was the nature of the financial aid? What commitments were connected with financial aid grants? "How important was financial aid to social work students?"

25. Admission to Graduate Schools of Social Work: Practice, Problems and Prospects.
Educational Testing Service, Princeton, N.J. 1965.

Purpose:	A survey of admission process in schools of social work and related fields and of research on admission in social work education.
Methodology:	Mail questionnaire and a review of related literature.
Findings:	Admission procedures in 67 schools of social work were analyzed and research studies related to admission in social work education were reviewed. The role of testing in the admissions process was discussed and admissions procedures employed by nursing, medicine and miscellaneous fields were summarized.

26. A Study of Students Entering the University of Pennsylvania School of Social Work as Their Selection by the School Relates to Trends in Social Work.
Hellen Eloise Severinson
University of Pennsylvania (Doctoral dissertation) 1964
Purpose: To search for the bases in the purpose and practice of social work upon which standards for selecting applicants for schools of social work have been built and the meaning which these standards have held for the social work profession.
Methodology: Data were collected through review of historical and biographical sources, examination of the changing standards for admission used by a representative school of social work throughout its history, and admission materials for a sample of students admitted to the same school at each of various nodal points during its history.
Findings: A large number of findings were gathered regarding (1) facts such as age, sex, education, and previous employment of students; and (2) judgments about the students' motivation for professional education, "ability to work within form," and qualities as a person.
Criteria used for selection of students by a representative school of social work appeared to change through the years, while the basic qualities sought remained constant.

27. Selection of Students for Social Work Education: Factors Predictive of Successful Achievement.
Helen L. Olander
University of Souther California (Doctoral dissertation) 1964
Purpose: To identify factors predictive of successful achievement in social work study and to develop an instrument for measurement of factors important to the learning of social work.

Methodology: Data were collected from the application materials of applicants to the University of Southern California School of Social Work in 1962.

A rating scale was developed to assess ten factors presumed to be important to the learning of social work. This scale was applied by faculty judges to the application materials of 53 enrolled students and 53 rejected applicants. The scale was then adapted for measurement of student performance at the end of the first year, with performance judgments being made by students' faculty advisers.

Findings: Significant differences were found between the enrolled and rejected groups in relation to such factors as previous social work experience, undergraduate grades, motivation, capacity for relationship and for change, and creativity. While the scale was sufficiently reliable and valid to differentiate between the enrolled and rejected groups, it was not successful (with one exception) in predicting how well the student would perform in school. The exception was motivation, which was most predictive of performance in school.

28. Factors Associated with the Successful Outcome of Professional Traning for Social Work.
Edward Francel
University of Minnesota (Doctoral dissertation) 1960

Purpose: To determine whether there are factors discernible at the time a person applies to a school of social work,which are associated with successful outcome of the two year graduate course in social work.

Methodology: The following three groups were selected from the population of students enrolled between 1952 and 1957 at the University of Minnesota School of Social Work:

a failure group which did not complete professional training; (2) a marginal group of the poorest students; and (3) a superior group of the best students. The three groups were compared with each other on numerous factors (such as undergraduate performance and socio-economic status) for which data were collected through the use of a schedule, a mail questionnaire, and ratings made by three faculty members.

Findings: It was found that undergraduate academic performance and preductions by the school's admission committee tended to discriminate significantly between the groups while such factors as age, work experience, and socio-economic status did not discriminate among the three groups. The findings in general differentiated between the marginal and superior students but not between the marginal and failure students.

29. The Predictive Validity of Admissions Criteria Used by the Graduate School of Social Work, University of Utah, to Select Students for the Fall Term, 1966.
Dean H. Hepworth
University of Utah (Doctoral dissertation) 1968

Purpose: To determine the predictive validity of the admissions criteria used by the Graduate School of Social Work, University of Utah and to study the predictive validity for student selection of the "Social Vocabulary Index" (SVI).

Methodology: For each student admitted to the Graduate School of Social Work for the 1966-67 year, a rating total was obtained which consisted of the sum of sub-ratings on the following admissions criteria: (1) past academic performance, (2) autobiographical sketch, (3) reference letters, (4) personal knowledge of the applicant from interviews or other sources, and

(5) overall impressions. Correlations were made between the admissions criteria and the students' performance during two consecutive years of training. In addition, two groups of 15 students selected on the basis of high and low ratings on the admission criteria were compared with each other in order to ascertain the capacity of the admissions criteria to differentiate levels of performance. The performance criteria employed were grade point average for both years, of study in field work, and class work and a composite of both.

Findings: Significant correlations were found between the rating totals and overall Grade Point Average (GPA) for both years, between ratings on overall impressions and field work as academic grades, between ratings of previous academic performance and GPA's in field work, class work, and overall GPA. Ratings on autobiographical sketches correlated significantly with field work grades but not with class work grades, while ratings on personal knowledge of the applicant at admission correlated significantly with the former but not the latter. Correlations between ratings on letters of reference and the performance criteria were negligible. None of the SVI subscale scores correlated significantly with the performance criteria for both years of training, but scores on the self-concept subscale correlated negatively with the overall GPA and field work GPA for the first year only.

Comparisons of the performance means of the contrasting groups of studnets (high and low ratings at admission) revealed that levels of student performance were differentiated by ratings on the admissions criteria of previous academic performance, overall impressions, and rating totals, but not by ratings on letters of reference, autobiographical sketch , or personal knowledge of the applicant.

30. A Study of Undergraduate Grade Point Average and Graduate Record Examination Scores as Predictors of Performance in Graduate Social Work Education.
Glenn O. Haworth
School of Social Work, San Diego State College, 1968.

Purpose:	To test the utility of the two measures, the undergraduate Grade Point Average(GPA) and Graduate Record Examination (GRE) as predictors of student performance in a graduate school of social work.
Methodology:	Data were gathered from records of 173 students who graduated from the School of Social Work, San Diego State College in 1966 and 1967. Comparisons were made between GPA and performance, GRE and performance, and the combination of GPA, GRE and performance.
Findings:	On the basis of the data available the GRE score offers more promise than undergraduate GPA as a gross predictor of high performance.

31. The Selection of Students at Graduate School of Social Work: A Study of Incremental Value of a Pre-Admissions Interview and the Use of the Undergraduate Grade Point Average and Miller Analogy Test in Identifying the Successful and Unsuccessful Student.
Sherman Merle.
Brandies University (Doctoral dissertation) 1968

Purpose:	To compare the relative effectiveness of selecting students for graduate social work education through a procedure including a personal pre-admission interview and a procedure excluding a pre-admission interview, to examine the relationship between the students' success or failure in graduate social work education and their undergraduate Grade Point Average,

Miller Analogy Test Score, and certain personal characteristics.

Methodology: A randomly selected sample of applicants to the Boston University School of Social Work were given pre-admission interviews. Interviewers' "decisions" were not shared with the school's admission committee and students were selected solely on the basis of documentary evidence presented in connection with their application.

At the end of the first year of study, a group of students who had been given a pre-admission interview was compared with a group of students who had no pre-admission interview. Comparisons were also made with respect to the students' undergraduate Grade Point Average, Miller Analogy Test score, and a rating scale containing eight personal characteristics which had been found to be very highly associated with success in a previous study of graduate social work students.

Findings: The use of pre-admission interviews did not result in the interviewers' being able to discriminate more accurately between the significant difference between the successful and unsuccessful student's four year undergraduate Grade Point Average or Miller Analogy Test score. However, high ratings on the rating scale were positively associated with the successful student. When the rating scale was used in combination with a pre-admission interview, there was a significant increase in the interviewer's ability to distinguish between the potentially successful and unsuccessful student.

32. Prediction Versus Performance in Student Selection.
Rhoda G. Sarnat
Social Work Education Reporter (XVI (1) March 1968
pp. 45-46, 59-61.

Purpose:	To answer the question to what extent a more effective admission process could spare certain applicants from probable failure by refusing them admission, at the same time discerning with equal perspicacity those with real potential for learning.
Methodology:	Thirty seven of the 64 students of the 1964 class at the School of Social Work, University of Southern California were selected for the study. Data gathered from student's folders at the point of admission included characteristics, Grade Point Average, references, and autobiographical information. By weighing all of these variables, a prediction rating figure was set for each student. The prediction ratings were compared with performance ratings based on records at the end of the first year.
Findings:	Significant clues to both the potentially poor and the potentially superior performances may be found at the time of admission through two types of data: letters of reference, and the student's autobiographical statement. The outstanding student is likely to come from those with higher Grade Point Averages. The inexperienced group seems to be at an advantage, containing the largest percentage of both successful and top ranking students.

33. Social Work Students and Their Educational Outcome.
Dorothea Gilbert
University of Pennsylvania (Doctoral dissertation) 1963

Purpose:	To examine the relation of student outcome to certain selected individual characteristics at the University of Pennsylvania School of Social Work.

Methodology: A ninety-six item schedule was used to collect data from the records of all students enrolled in the classes of 1954-56 through 1958-60 at the University of Pennsylvania School of Social Work. Of the 311 students meeting criteria for inclusion in the final sample, 236 students graduated and 75 students dropped out. A series of questions were formulated to analyze data as they related to graduate and dropped students and as a base for considering differences among students who dropped at different times and/or graduated at different levels of achievement.

Findings: No characteristics were discovered which precluded either superior or marginal achievement. The study concluded that students are screened for different qualities in the course of the educational process. In the first term the focus is on ability and willingness to learn, while in the second year the focus is on readiness to be a professional.

34. Values in Occupational Choice and Occupational Selection: A Comparative Study of Admission Decision in Social Work Education.
Richard Steinman
Brandies University (Doctoral dissertation) 1968

Purpose: To view empirically the similarity and diversity in attributes and values of applicants to five schools of social work and attempt to identify acceptance and rejection patterns by defining the attributes and values of applicants. The central problem tested is an hypothesized bias in the admissions process of schools of social work.

Methodology: Mailed questionnaires filled out by 760 applicants to five schools of social work constituted the major source of data. In addition, the selection decisions of the school provided the major basis for dichotomizing the sample into comparative groups. The major measuring devices used were a precoded self-administered mailed questionnaire, an academic performance index, and a list of categories of admissions decisions.

Findings: The study demonstrated simultaneous effects of individuals' and selectors' behaviors as determinants of occupational entry.

35. Admission Prediction and Student Performance in Social Work Education.

Sidney Berengarten

Purpose: To identify characteristics of applicants admitted to schools of social work during 1961-62, to analyze the pattern of applications, and to compare ratings of admission prediction with those of performance.

Methadology: Mail questionnaires were sent to all schools of social work asking them to submit a prediction rating for the educational performance of enrolled students based on an assessment of intellectual endowment and personality. The faculty members were also to rate these two components as well as actual performance in class and field work. The students were classified as either potentially superior, average, marginal, or risk students. They were then evaluated two years later as to their performance in class and field work.

Findings: Admission officers predicted that of 2,629 students, 21.7 percent would be superior, 56 percent average, 13 percent marginal, and 9.3 percent risk. In actual performance 34.7 percent were evaluated as superior, 44 percent average, 9.5 percent marginal, and 11.8 percent were counseled out. There were marked differences in predictive and performance ratings between men and women.

36. Criteria Employed and the Reliability of Judgments in Making Decisions About the Acceptance of Applicants into the Columbia University School of Social Work.
Robert Ontell
Columbia University (Doctoral dissertation) 1965

Purpose:	To examine the reliability of judgments in making decisions about admission of applicants into a graduate school of social work.
Methodology:	Thirty-two cases were randomly selected from among those who applied for admission to the Columbia University School of Social Work for 1960-61. Identical data about applicants were given to four experienced admission workers at the above school who were asked to make judgments separately on face-sheet data, undergraduate performance records, the personal statement of the applicant, and interview materials. Raters were asked to make decisions about whether to accept or reject the applicants.
Findings:	Findings yielded low reliability of prediction concerning decisions about acceptance or rejection of applicants, and concerning whether accepted applicants would be in the upper third, middle third, or lower third of the graduating class. With respect to criteria actually employed in making judgments, raters differed in their productivity and their tendency to credit strengths and weaknesses of applicants. Reliability of decision and prediction were lowest on the personal statement and interview materials. The lack of precision of data available in these protocols was reflected in the wide disagreement among raters about applicants.

37. Admission Decisions.
Margaret Schubert
The Social Service Review, XXXVII (2) January 1963
pp. 154 - 165.

Purpose: To identify the elements that enter into admission decisions, to determine the extent of independent agreement in assessing the application, to determine the extent to which the assessment changes when the rater has access to a report of personal interview with the applicant, and to examine the association between ratings and the first year performance levels of the students who entered the school.

Methodology: Data Consist of 877 ratings made by 25 faculty members from a rating schedule developed for the study on 197 applicants.

Findings: The rating schedule has been found to be satisfactory as an instrument for recording the assessment of the potential students. Judgment made after the personal interview tends ti improve slightly. Admission ratings are positively associated with first year performance but do not serve as exact predictors. The undergraduate Grade Point Average is associated with first year performance but is a less accurate predictor than admission.

38. Admission Decisions: Repetition of a Study.
Margaret Schubert
The Social Service Review, XXXVIII (2), June 1964,
pp. 147 - 152.

Purpose: A replication of the author's previous study for testing further the utility of the rating instrument as a method of documenting professional judgments about admissionability of applicants, as a method of arriving at decisions, and for exploring the problem of differentiating between successful and marginal performers who did not appear to have high potential for professional education.

Methodology:	The rating instrument developed in 1961 was used without modification on 122 applicants in 1962 using 26 faculty members as judges for ratings.
Findings:	The Admission Rating Schedule proved to be an accurate predictor of student performance. However, the study did not substantiate that a better undergraduate had a better chance for success.

39. Education: Its Contribution to the Manpower Equation.
Arnulf M. Pins
In Edward E. Schwarts's, Manpower in Social Welfare: Research Perspectives NASW, 1966, pp. 108 - 142.

Purpose:	To provide basic facts about social work manpower needs from the viewpoint of education.
Methodology:	The method involved a comprehensive search of the literature and research on social work education and of selected analysis of statistical data.
Findings:	Data about special work education at the undergraduate, master's, and doctoral levels were presented. Details were: size of enrollment, characteristics of student bodies, the number of graduates employed as of 1964, and the nature of their employment. Comparison to earlier years was made whenever possible. A careful analysis was made of factors affecting the expansion of social work education. Comparative data were presented on student career choice and recruitment, financial aid and admissions, faculty, field instruction resources, and patterns, and the cost of social work education.

40. Survey of Undergraduate Programs in Social Welfare.
Sherman Merle
CSWE, 1967.

Purpose:	To identify the institutions that offered undergraduate social welfare education in the United States in 1965-1966 and to

study the objectives and content of their programs.

Methodology: Mail questionnaire were used for collecting data. 1,065 institutions responded to the first mailing. Of the second mailing of 936 questionnaires there were a total of 681 usable returns.

Findings: 232 colleges and universities had organized programs in social welfare and/or social work at the undergraduate level and 38 of these institutions offered degree programs. 293 colleges and universities offered courses in social welfare and/or social work but not in an organized program. It was estimated that at least 17,000 students were enrolled in these programs as of November 1965 and about 4,550 were expected to complete programs by June 1966. Approximately 640 of these students had entered graduate professional schools of social work.

41. *Statistics on Social Work Education.*
Frank M. Loewenberg (compiler and editor)
CSWE, 1967-68

Purpose: To provide basic data on social work education in the United States and Canada.

Methodology: Data were collected from accredited schools of social work and analyzed and presented in descriptive statistics.

Findings: Included are numbers of accredited schools of social work, students enrolled and numbers of faculty and the characteristics of the various programs offered by each school. Trend data were also presented to assist the reader to identify and evaluate changes over the past decade and to provide information necessary for educational planning and administration.

42. Dropouts and Transfer Students.
Frank M. Loewenberg
Social Work Education Reporter, XVI (2), June 1968, pp. 19 and 21.

Purpose: To find out the number of dropouts and transfer students in schools of social work in the United States for the 1966-67 academic year.

Methodology: Data were based on unpublished statistical reports submitted by 64 accredited schools of social work in the United States.

Findings: 5,136 students were registered in full-time first year status in the United States in 1966-67. Only 4,104 of those students (or just over 80 percent) were listed as full-time second year students in the same schools on November 1967. An additional 104 students transferred as full-time second year students to another school of social work. 928 students (18%) did not continue the regular two year MSW sequence. In thirteen schools, more than one out of every four first year students was not in the second year class in the following year.

43. Performance of Undergraduate Social Welfare Majors in Graduate Schools of Social Work.
Cordial Cox
Social Work Education Reporter, XIII (2), June 1965, pp. 20 - 21.

Purpose: To find out the identity of social welfare majors, and the colleges or universities from which they came.

Methodology: Using the available data gathered by Sidney Berengarten in his 1961 study of "Admission Prediction and Student Performance in Social Work Education", the author studied 143 students who had majored in social welfare as undergraduates in terms of their performance in graduate schools of social work.

Findings: Of 143 social welfare majors 111 completed their studies for the master's degree while 33 did not. The 111 students who completed work for the master's degree were a predominantly youthful group. 62 percent were 21 to 25 years old at the time of admission. The majority had graduated from member colleges and universities of CSWE, and they entered 37 schools of social work.

44. Social Work Graduates: Salaries and Characteristics.
Mignon Sauber
Personnel Information. NASW, VIII (1), January 1965.

Purpose: A survey of graduates of schools of social work in 1963.

Methodology: A mail questionnaire was used for gathering data of the 2,505 graduates. 1,685 responded to the questionnaire, a response rate of 67 percent and 1,655 returned questionnaires were used for analysis.

Findings: Forty three percent were men with a median age of 29 for all graduates. About three out of every five had worked in social work positions prior to the completion of graduate professional training. The median annual salary was $6,000. Psychiatric social service programs of hospitals and child welfare agencies were the chief fields of employment for beginning workers. Positions as caseworkers were most common, absorbing 67 percent of the male graduates and 79 percent of the female graduates. One half of the recent graduates were working for a state or local public agency.

45. Selected Characteristics of NASW Members: The Third Study.
Deborah Golden
Personnel Informatkon. NASWE, IX (2), March 1966.
Purpose: A survey of graduates of schools of social work in 1965. Results of the study were compared with data of the comparable survey made in 1963.
Methodology: A mail questionnaire was also used for collecting data. The response rate was 47 percent in comparison to the 67 percent in 1963. The report was based on 1,663 usable returns.
Findings: A comparison of the findings of the 1965 study with those of the 1963 survey reveals a relative similarity in the characteristics of both groups of graduates. There were continued increases in salaries.

46. 1967 Social Work Graduates: Salaries and Characteristics.
Alfred M. Stamm
Personnel Information, NASW, XI (2), March 1968.
Purpose: A survey of new graduates of social work schools in 1967.
Methodology: Responses of 1,937 graduates from a mail questionnaire, representing a 52 percent return.
Findings: The number of persons who received master's degrees in social work has increased from 2,505 in 1963 to 4,029 in 1967, a 70 percent gain. While the number of males entering the fiels is still increasing, the proportionate number of males to females dropped from 43 percent to 38 percent during this period. The median salary of 1967 graduates showed an unprecedented increase of 20 percent over 1965. Caseworkers outnumbered all other graduates three to one, the same ratio as reported in 1963.

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on 147 responses, representing an 11 percent sample with a distribution among 52 graduate schools (out of 66).

Data were evaluated by using two main theoretical constructs as a frame of reference: "socialization" and "ideal type." Three "ideal type" classifications were designed for the study: "Professor-administrant", "scholar", and "teacher-social worker.".

Findings: Faculty members were found to be more strongly oriented to the teaching and scholarly activities of their role than to research and publication. It was revealed also that they retained basic professional identification with the social work profession, but with a specific and refined focus and identity - that of the social work educator.

Of the 147 respondents, 20 percent were classified as professor-administrants, 16 percent as scholars, and 64 percent as teacher-social workers.

(An article entitled, "Characteristics of Social Work Faculty Members" by the same author, based on the doctoral dissertation was published in Social Work Education Reporter, XIV (3), September 1966, pp. 23-26 and 49.)

49. Faculty Development in Professional Education.
Joseph Soffen
CSWE, 1967.

Purpose: To study problems of and proposals for recruitment, pre-service, induction, and continuing development in social work education.

Methodology: Data were gathered from individuals who attended a special workshop and from responses to mail questionnaires to deans, directors, and 176 new members of the faculty of schools of social work in 1965.

Description: Though no quantitative data had been summarized, comments and suggestions were presented in the areas of role, assignment, and continuing education of the faculty. Current practices were described.

50. Research on Curriculum in Social Work Education. Faculty Work Loads in Schools of Social Work.
Katherine D. Lower
Social Work Education, Bi-monthly News Publications, CSWE, XII (2), April-May 1965, pp. 1-5, 18-21.

Purpose: To explore the manner and extent to which the following responsibilities were included in the faculty work load formulas of schools, if such formulas existed: academic teaching, advising students, thesis supervision, administration of the entire educational program, research community responsibilities, and professional responsibilities.

Methodology: Data were collected through means of interviews with deans during the annual meeting of the CSWE in Boston in 1963. The interview schedule was based on the material from the Accreditation Manual of the CSWE.

Findings: Of the 21 schools, 11 had explicit formulas, five had implicit formulas, and three had no formulas. The majority of deans thought a formula would be of assistance to them. The most common concern was that there was a need for a solution to the problem of how to equate duties other than formal teaching to classroom hours.

51. Evaluation of the University of Missouri School of Social Work Experimental Program.
Robert Paul Jones, Theodore Ernst and Constance Osgood.

Purpose: To demonstrate that graduate social work education could be compressed successfully into one calendar year.

Methodology: The University of Missouri operated as an Experimental School of Social Work in Kansas City, Missouri from September 1964 to August 1967. A total of 70 students were graduated from the school during its three years of existence. The comparison sample was selected from four schools of social work including the University of Missouri at Columbia, the University of Iowa, the University of Kansas and the University of Nebraska. The groups were compared in terms of their beginning competence after their graduation. Measurement of their beginning competence was made by independent raters on the basis of a competency rating scale designed and developed for the study.

Findings: The Experimental Program graduates as a group, attained a level of beginning competence not significantly different from that typically attained by graduates of two-academic-year schools.

52. Testing the Discriminatory Capabilities of a Series of Evaluation. Measures as Applied to a Program of Social Work Education.

Alfred Kadushin

University of Wisconsin (Madison) 1968.

Purpose: To determine the feasibility of a using battery of instruments designed to measure the performance of studnets at a graduate school of social work to evaluate a proposed experimental 3-2 program (three undergraduate, two professional degree years of education).

Methodology: Two groups of students enrolled at the School of Social Work, University of Wisconsin, who were presumed to be clearly divergent in levels of expected performances, were selected for the study during the academic year 1967-68. The sample consisted of a group of 30 low first year students as against a group of 30 high second year students. The battery of measures tested included: a sixty item Information Test, the Tulane Assessment Scale of Casework Knowledge through use of a film, the Meyer Values Test, the Test of Self-Awareness, the Client Reaction Form, a Field Instructor Evaluation and a Peer Evaluation.

Findings: The results of the study reveal that none of the measures selected for testing successfully discriminated between the different groups of students. In other words, the battery of measures could not, in all likelihood, be employed with confidence to discriminate, at a statistically significant level, between groups of students accepted into the proposed experimental program by comparing them with students completing the regular program.

53. Concurrence in the Block Plan of Social Work Education.
Ruth Gilpin
University of Pennsylvania (Doctoral dissertation) 1960.

Purpose: To explore the concurrence which exists in the block plan of social work education. It is essentially concerned with how to bring together the two parts of the learning experience (class and field) to achieve continuity of experience and integration of learning.

Methodology: Social work literature on methods of education was surveyed. Mailed questionnaires were sent to thirteen schools of social work which were using the block plan. The unfolding of the concurrent process in practice was studied in relation to the learning experience of social work students at the University of North Carolina (1958-1959).

Findings: The study concludes that closing the theory-practice gap (particulary evident in the block plan) and achieving concurrence depend upon the professional integration of teacher, advisor, or supervisor, and suggests that this condition can be met on either alternating plan for social work education.

54. The Teachings of Administration in First Year Field Instruction.
Hilda C.M. Arndt
University of Chicago (Doctoral dissertation) 1965.

Purpose: An exploratory study designed to identify content related to administration taught in first year placement in the field. There was an attempt to relate instructional content and learning opportunities to selected characteristics of instructors and field work agencies.

Methodology: Fourteen field instructors, 57 students from 18 units in the School of Social Welfare, Louisiana State University constituted the sample studied. Field instructors provided data in the form of weekly logs, questionnaires, and semi-structured interviews.

Findings: The results of the study show that knowledge and attitudes, rather than skill reflected more often in the administration instructional content. The emphasis was on learning opportunities related to student's caseload. The instructor's conviction about the importance of administrative content influences the selection of content, but no conclusions were reached regarding the attributes or experiences of the instructor which influence his conviction.

55. Field Work Teaching of New Emphasis in Social Work Curriculum Content in Areas Other than Primary Method: An Exploratory Study of Field Work Teaching of Sociocultural Content.
Elizabeth L. Grover
Columbia University (Doctoral dissertation) 1964.

Purpose: This is a description of a demonstration study to assess the effects of inorporating sociocultural content in field work instruction. The study examines the process by which new content was learned by field instructors and communicated to students.

Methodology: Four group work and four casework field instructors associated with Columbia University School of Social Work underwent educational experiences consisting of formal presentation of sociocultural content, discussion of concepts and teaching incidents, individual readings, and teaching the content to students. Each instructor incorporated the material in teaching two different students in the field. Questionnaires, forms for recording teaching incidents, and individually structured interviews were utilized to assess the field instructor's perceptions of student progress.

Findings: A positive association was found between the field instructor's ratings of the value of the teaching this content to their students, and their assessments of the students' ability to apply the content. Student grades in a sociocultural course reflected increased learning. The study demonstrates that the teaching of sociocultural content by field instructors had an enhancing effect on student self-awareness, identification with professional social work, supervisor-student relationship, learning personality theory, and learning of method in a variety of settings.

56. The Effect of Differences in Curricula and Experiences on Social Work Student Attitudes and Knowledge about Mental Retardation.
Michael J. Begab
Catholic University of America (Doctoral Dissertation) 1968.

Purpose: To explore the impact of differences in curricula and experiences on social work students' attitudes and knowledge about mental retardation, and the role of demographic-ecological variables and antecedent life experiences in attitude formation and change.

Methodology: The sample of the study consisted of 279 randomly selected, newly admitted students and 288 graduating students in seven schools of social work, which were sampled on the basis of variations in the degree of their curriculum activity in mental retardation. Data were collected through a series of self-administered instruments including a personal data sheet, semantic differential scales, a knowledge inventory, and a client preference rank order scale. Comparisons were computed between and within groups with respect to knowledge levels, attitudes about mental retardaation, and preferences for working with the retarded as a client group. The relationship between cognitions, attitudes, and action tendencies was also analyzed.

Findings: Data collected strongly supported the conclusion that cognition, feelings, and action tendencies are not consistently related except at the extremes of the valence continum. Knowledge derived through direct contact with retarded persons or their families has greater impact on the changing of attitudes (generally in a favorable direction) than knowledge alone.

The introduction of content on mental retardation in the basic curriculum of social work education does not materially affect student knowledge and attitudes. However, students in field instruction placements serving primarily retarded clients are significantly superior in knowledge about mental retardation than other students, and demonstrate greater changes in attitudes.

57. *Identification of Operative Objectives of Field Instruction in Casework for First-Semester, First-Year Students at the National Catholic School of Social Service, 1962-63.*
Ruth Gasinis Boyer
Catholic University of America (Doctoral dissertation) 1966.

Purpose: To identify the objectives in field instruction of first year students in casework. The inquiry is directed at discovering what objectives were in operation and analyzing identified objectives to see how consistant they were with the National Catholic School of Social Work and the Council on Social Work Education.

Methodology: Tyler's formulation of content and behavioral aspects of objectives to which social work education is committed was adapted in the form of a schedule. Thirty-four field instructors completed the schedule providing twenty-eight matched pairs of measures. In addition, group sessions and individual interviews were utilized along with other records.

Findings: It was determined that learning could be quantitatively measured, that field instruction methods had changed, but that areas of learning in field instruction had not changed accordingly.

58. The Bases for Judgment: A Use of the Critical-Incident Technique to Study Field Instruction Judgments of the Performance of First-Year Casework Students in Their Field Instruction Placements.
Solomon H. Green
University of Pennsylvania (Doctoral dissertation) 1965.

Purpose:	To examine what field instructors expect of first year casework students placed with them for field instruction.
Methodology:	The study sample consisted of 12 field instructors and their 15 first year casework students placed by the Wurzweiler School of Social Work of Yeshiva University during the 1963-64 year. The critical-incident technique was used and adapted to collect 631 "effective" and "ineffective" incidents of student performance in their field placements. Respondents (the field instructors) submitted data on specially prepared forms and used special envelopes to mail data to the researcher weekly.
Findings:	A major finding was that there were five significant field instruction learning areas, which were classified into the categories of: working with agency form, interaction with field instructor, interaction with client, self-awareness, and knowledge. Other findings related to the significance of the supervisory conference in teaching-learning, the agency's concern over the students' work with clients, and the indication that use of knowledge is intertwined with students' use of self. The critical incident techniques proved not to be the research method to seek evidence that field instructors had changing expectations over the year.

59. Field Instruction in Social Casework: A Report of an Experiment.
Margaret Schubert
The University of Chicago (Social Service Monographs: Second Series), 1963.

Purpose:	To find out whether there is an association between student achievement in field work (in a casework setting) and the nature of the first-year field teaching plan.
Methodology:	There were a total of four teaching plans in four settings, including an experimental plan carried out in a private family agency, and three non-experimental plans carried out in three different settings: a private family agency, a public assistance agency, and a medical setting. All four teaching plans differed from one to another in terms of instruction methods and assignments of casework responsibility. Twelve students, all from the University of Chicago School of Social Service Administration were assigned to each of the four settings. Research instruments included psychological tests, structured interviews, and ratings of student process records.
Findings:	Significant differences in the performance of the four groups were not found. However, the research yielded a qualified affirmation of the value of the experimental teaching plan, and interview observation was seen as a useful teaching device.

60. *Field Instruction Research Project: Final Report.*
William E. Gordon and Margaret L. Schutz
George Warren Brown School of Social Work, Washington University, March 1969.

Purpose: To compare outcomes for two kinds of field instruction: the more traditional early case assignment, individual-student-instructor pattern of supervision, and an innovative approach involving a delayed and graduate case assignment broadened experience, group supervision approach. The project also included the following three major aspects: (1) clarifying educational objectives, (2) designing new field learning experience, and (3) developing instruments and analytic design to measure educational progress.

Methodology: The study sample, drawn from classes in three years at George Warren Brown School of Social Work, consisted of 31 matched pairs of social work students who finally graduated in 1966, 1967 and 1968. Various measures including "Knowing" and "Doing" tests were used to assess and compare outcomes of the two groups.

Findings: The results of the study showed no detectable differences in educational outcome at graduation time between students exposed to different kinds of field experiences. Further analysis of the data collected showed that whatever differences found might be related to other factors, such as individual field instructor bias and individual student differences not fully corrected through matching.

61. The Initial Influence of Structural Variations in Casework Field Instruction Upon Students' Mastery of Classroom Knowledge
Richard Sterne
Washington University (doctoral dissertation) 1967

Purpose:	To evaluate the initial influence of different structures of field learning upon students' mastery of classroom knowledge. Other purposes included evaluation of changes in the structure of field instruction upon students' mastery of knowledge.
Methodology:	The study sample consisted of 27 first year casework students at a graduate school of social work. The students were randomly assigned to three research groups. An objective test was constructed containing concepts and generalizations abstracted from 40 percent of the first year classroom courses offered at the above school. The research designs utilized were 3x2 factorials into which the classic pre-test-post-test control group design was incorporated. Data were collected before and after the students' first semester of professional education.
Findings:	There was little empirical support for the general hypothesis that variations in the structure of field learning differentially affects changes in students' mastery of classroom knowledge. However, the data consistently supported the general hypothesis that the variation in the structure of knowledge is associated with students' mastery of knowledge, that variation in the structure of knowledge differentially affects changes in students' mastery of knowledge, and that students' exposure to social work education is associated with changes in qualitative dimensions of their mastery of classroom knowledge.

62. *An Experimental Study of Methods Used in Casework Treatment*
William Reid
Columbia University (doctoral dissertation) 1963
Purpose: To discover how casework treatment methods were influenced by the amount of training and experience possessed by the caseworker and the degree of personality disturbance in the client under treatment.
Methodology: Sixty-five professionally trained and experienced caseworkers and fifty beginning casework students constituted the sample. An instrument was developed which presented subjects with a number of hypothetical interview situations. Two forms were presented: 1) where clients were depicted as being seriously disturbed, and 2) where clients appeared less disturbed. Structured responses which reflected particular treatment methods and orientations were provided.
Findings: The findings, in part, are relevant to social casework education. Predicted differences between students and workers were found in certain areas of test performance. Workers' choice of methods differed according to diagnostic differences of clients while students' choices were similar for both kinds of clients. Workers agreed more with one another than did students with respect to method preferences with less disturbed. Consensus levels were similar, however, with the more disturbed client. The findings suggested that practitioner variability may be a complex function of both training and experience, and the judgment situation.

63. *Anchoring Effects in the Clinical Judgments of Social Work Students and Experienced Caseworkers*
Ben A. A. Orcutt
Columbia University (doctoral dissertation) 1962
Purpose: To study whether clinical judgments are affected by different contexts in which they are made, resulting in anchoring effects.

Methodology: A total of 176 graduate students from two schools of social work were randomly divided into 8 experimental groups. Each students judged two extreme pathology cases, followed by a more moderate pathology case, across a sequence of 12 cases. Judgments were made by the students on the degree of maladjustment represented in each case on a combination graphic and numerical rating scale. The experimental groups were formed in counter-balanced orders of stimulus-behavior and its degree of pathology (and pre-determined by judgments of experienced social workers).

Findings: The students' judgments of the moderate cases were significantly affected by anchoring conditions--i.e., low and high pathology.
Contrast effects occurred initially in the sequence, followed by assimilation effects which persisted.

64. Prediction of Success in Casework Practice from Performance in the Graduate Program
Dolph Hess
University of Minnesota (doctoral dissertation) 1966

Purpose: To examine the relationship of performance of social work students in graduate education to their later performance as caseworkers. The development of a scale to measure competence in relation to casework performance was a major concern.

Methodology: The sample consisted of fifty graduates of the School of Social Work of the University of Minnesota during the years 1962, 1963, and 1964. A "Q" technique was developed to measure the degree of successful performance of casework practitioners. Judges participated in preparing the instrument, and supervisors of the sample of caseworkers were the respondents. Overall ratings for class performance were supplied by faculty members who taught the former students. In measuring performance in field instruction, second year field instructors' judgments were used.

Findings: It was found that the rank order of students is not related to the order in which their later performance as caseworkers is ranked. Not one of the hypotheses that predicted practitioner success from school performance was acceptable, nor were other factors in the school of social work records found to be related significantly to practitioner success.

65. *Development and Testing of an Improved Method of Measuring First Year Field Work Performance of Social Group Work Students*

Frances W. Logan

University of Pennsylvania (doctoral dissertation) 1965

Purpose: To develop and test an improved method of measuring the field work performance of first year social group work students.

Methodology: Two methods of rating field work performance were studied--Method 1 (used at Atlanta University) and Method 2--which was developed in this study through participation of classroom and field faculty.

Three faculty raters, using each method at different times, rated field work performance of 30 first year group work students, on the basis of written evaluative material from the students' records. These ratings were converted into scores by the researchers, and letter grades were assigned to the scores.

Findings: Ratings obtained by using the two methods were found to be different.

A higher degree of agreement was obtained between raters using Method 2.

Neither method was sufficiently accurate to be recommended for use in making predictions of future performance.

Ratings by Method 2 took less time.

Based on criteria in the study, Method 2 was found to be the preferred method.

66. A Standard for Measuring the Minimum Acceptance Level of Performance in First Year Field Work in Social Casework
Aleanor Merrifield, Jan Linfield and Edythe Jastram
The University of Chicago Press, 1964

Purpose: To develop an instrument (a schedule) for setting the specific and uniform minimum standards of performance expected from the students at the end of their first year of field work in casework.

Methodology: The schedule consists of five areas: casework performance, supervision, adjustment to agency setting, administration of the casework job, and integration of professional role. There are a total of 64 items to be rated either "acceptable" or "not acceptable." The instrument was tested twice in 1962 and 1963.

Description: This schedule may serve to specify tasks to be evaluated, to differentiate between passing and failing levels on each task, to identify the most important tasks, and to suggest a numerical rank which distinguishes between passing and failing.

67. Field Work Performance: Repetition of a Study of First Year Casework Performance
Margaret Schubert
Social Service Review, XXXIV (3) September 1960, pp. 286-299.

Purpose: This article reports a replication study in which student process records were evaluated by independent experts and rated by means of a schedule. The purpose of the study was to further test out the schedule as a means for rating the performance of student social workers as revealed in their process recording.

Methodology: Both studies utilized the records of casework students in public assistance settings. In the first study conducted in Chicago, 49 students were included; in the follow-up study conducted in California, 28 students were included.

The schedule focused mainly on the nature of the service offered to the client by the student as reflected in items related to the student's professional attitudes, perceptions of clients, and diagnostic and treatment actions vis-à-vis the client. Experts drawn from the ranks of experience professional caseworkers with field instruction experience read case materials and evaluated the work by means of the schedule.

Findings: The results of both studies make it clear that student process records can be evaluated through the application of a schedule so that levels of performance can be differentiated. A revised schedule with more items assessing students' attitudes toward clients, more clearly defined points in each scale, and a re-definition in some instances of scale points would improve the instrument. Although the usefulness of the instrument was confirmed even without desirable revisions, it will still be a measure of only a part of student performance.

68. Social Work Students' Theoretical Orientations Toward Human Behavior
Glenn O. Haworth
University of California, Berkeley (doctoral dissertation) 1967

Purpose: To measure the theoretical orientations toward human behavior acquired by social work students during their professional education.

Methodology: Data were collected through a pretested questionnaire which was used to elicit attitudes and judgments regarding generic issues and dimensions relating to theories of human behavior. The major tasks required responses to 59 opinion items and the ranking of explanatory factors for seven behavioral vignettes. The questionnaire was distributed to the total student body at a graduate school of social work during the last month of the 1964-65 academic year. Each class returned about 50 percent of the questionnaires (63 first year students and 53 second year students thus responded). The two samples were found to be representative and comparable when compared with their own class and with each other.

Findings: Data analysis revealed that both groups were essentially eclectic in their explanation of human behavior, although second year students had greater preference for intrapsychic explanations than did first year students.

Patterns of responses to opinion items showed some similarity between the two groups in relation to psychosocial, science, and diagnostic dimensions, but first year students revealed substantial concern with management of their student role and of overwhelming amounts of information, while second year students showed much more patterning around theoretical issues.

Major theories of human behavior did not seem to exert a systematizing influence on the students' orientations, since within each group the theoretical dimensions were essentially independent of each other. In other words, a student's position on one dimension was not predictive of his position on any other dimension.

Two findings particularly emphasize the significant fosucing impact of social work education on students' cognitive frameworks during their second year of graduate study.

69. An Exploratory Study of the Measured Behavioral Styles of Students in Five Schools of Social Work
Shirley D. McCune
Catholic University of America (doctoral dissertation) 1966

Purpose: To explore behavioral styles of social

work students which have relevance for job functioning.
497 social work students from five schools of social work were administered the JAIM (Job-Analysis and Interest Measurement)--a 125 item self-report questionnaire. A personal data schedule was also constructed to organize the record information of the students.

Findings: Significant differences were found in all comparisons. Both number and difference increased in ascending order of individual characteristics, field work vs. classroom performance, sub-specialty preferences, schools, and students in other professional schools. The efficiency of the predictive instruments were judged to be low although the JAIM scales did improve prediction based on undergraduate average alone.

70. The Effects of Client Social Class, Social Class Distance, and Social Work Experience on the Judgments of Social Work Students
Joseph Scott Briar
Columbia University (doctoral dissertation) 1961

Purpose: The two objectives of this study were to study the application of the predictive behavior approach to research on judgment in social work practive, and to test hypotheses regarding effects of client social class, social class distance between client and social worker, and the effects of social work experience on social work students' judgments.

Methodology: Two comparable groups of social work students (N=130) at the New York School of Social Work, Columbia University, judged case summaries on two clients. Social class status ascribed to the clients differed for each group. The students predicted responses of each client to a self-concept checklist and two attitude scales regarding acceptance of authority and traditional family ideology. Each client was also rated on a clinical judgment inventory. Students also provided background data on themselves.

Findings: It was found that social work students did make significantly different judgments when social class status characteristics were ascribed to clients. The findings did not support the contention that the student would reflect social class distance between clients' social class status and students' class background although there was a tendency for students to assume greater similarity when middle class characteristics were ascribed. It was also found that increases in the students' previous experience did not reduce variance in judgments made by them about the same clients.

71. The Effects of Optimism on the Prognostic Judgments of Second Year Casework Students
Jack Bernard D. Joelson
University of Pittsburgh (doctoral dissertation) 1968

Purpose: Generally, this study sought to identify those variables most frequently associated with the tendency of students to make favorable prognoses about clients. The hypotheses tested were: (1) that a positive association exists between a student's personal optimism and his case optimism, (2) that no association exists between students' intellectual attainment and case optimism, (3) that field instructor's ratings of students on self-awareness are more favorable for students who rate themselves less favorable than their instructors on optimism-pessimism, than students who rate themselves more favorably than their instructors, and (4) that field instructors' ratings of students on optimism-pessimism are more favorable for those students whose instructors consider them more receptive to field instruction than those they consider less receptive.

Methodology: Thirty-nine second year casework students at the University of Pittsburgh and their field instructors provided matched data. Students rated each of six case vignettes on a seven point scale, indicating the likelihood of successful casework or psychotherapeutic results. Students rated themselves and were rated by their instructors on 29 bi-polar semantic differential scales.

Findings: Hypothesis (2) was not supported, although there was a tendency for students who rated themselves as optimistic to rate the vignettes similarly. All of the other hypotheses were supported. In general, field instructors' ratings of students tended to take on a global rating pattern, while students' self-ratings were less global than their instructors'.

72. Major Teaching Methods in Field Instruction in Casework
Reva Fine Holtzman
Columbia University (doctoral dissertation) 1966

Purpose: To identify the major teaching methods of field instruction in casework. A tentative classification of the major teaching interventions was formulated in an attempt to develop a more systematic conceptualization of field instruction.

Methodology: A sample consisted of 12 first year and 11 second year "nonrisk" students from five casework field instruction units in public assistance, private-family, psychiatric clinic, medical-rehabilitation, and correction-family settings used by Hunter College School of Social Work. A modified Flanagan's Critical Incident Technique was used to analyze 322 incidents submitted by field instructors.

Findings: A classification scheme was developed which yielded six major modes of teaching: dialectic-hypothetical, expository, directive, supportive, evaluative, and demonstration. In most instances field teaching combines these various patterns. It is therefore difficult to delineate discrete teaching interventions. In addition, the instructor-student relationships are not easily defined.

73. Field Instruction in Social Group Work
Rita A. McGuire
Columbia University (doctoral dissertation) 1963

Purpose: The purpose of this research was to utilize a two-fold classification of educational objectives and teaching methods to provide a more systematic approach to field instruction in social group work. The classification identified three major areas of educational objectives: role of learner-worker, social group work content, and development of professional maturity. Three major methods of teaching included support, direct instruction, and evaluation.

Methodology: Nine field instructors at the Educational Alliance, New York City, in 1959, provided the data whereby 271 teaching-learning situations involving fifteen students from six schools of social work were analyzed in a modified "critical-incident" analysis.

Findings: It was found that "support" tended to be utilized in helping students move into the learner-worker role, and "direct instruction" was utilized more often to teach group work content. Both direct instruction and evaluation were utilized to develop professional maturity. A high percentage of incidents were reported which dealt with self-awareness and a low percentage with evaluation. The critical incidents technique was found to be a useful one for studying field teaching.

74. Innovations in Field Instruction in Social Group Work
M. L. Somers and P. Gitlin
Journal of Education in Social Work, II (1), 1966, pp. 52-58.

Purpose: To seek for data on the development and nature of innovations in field instruction in social group work.

Methodology: A theoretical frame of reference based on the concept of innovation as a mode of adaptation to change was used in analyzing the responses from questionnaires sent to 44 schools. Three-fourths of the schools replied.

Findings: Innovations were categorized in terms of (1) settings, field of practice, and auspices, (2) opportunities to teach the same students more than one social work method, and (3) the use of personnel, e.g., field instructors educated and experience in one method to instruct students in a second method. Five approaches to innovations were identified: demonstration, consultation, education of caseworkers in the use of the group work method, employment of a group worker as a staff member, and identification of service needs.

75. Role and Task Expectations for Part-Time Field Instructors in Social Group Work
Ralph Garber
University of Pennsylvania (doctoral dissertation) 1963

Purpose: To identify areas of agreement and differences among social workers in relation to role and task expectations for part-time field instructors in social group work.

Methodology: A 77 item mailed questionnaire was sent to social workers--a stratified group of 35 classroom instructors, a random sample of 27 part-time field instructors, and 26 agency executives in social group work.

Findings: Ten out of eleven items listed as expectations and hypothesized to receive consensus did register such agreement thus supporting the proposition that there is a base of agreement in the profession about field instructors in social work education. Of the 63 items hypothesized to reflect role differences, eight achieved consensus among roles. The study provides additional criteria that could be used in the selection of field instructors. Disagreement in the use of the terms, "supervise," "train," "help," and "evaluate" were demonstrated.

76. A Study of Selected Dimensions of the Field Instructor--Student Relationship
Morris Kagan
University of Minnesota (doctoral dissertation) 1967

Purpose: To measure (1) the field instructor-student relationship as it was perceived by the participants, (2) the awareness shown by each participant of the other's perceptions, and (3) changes in perception and awareness occurring during the field instruction period.

Methodology: The study sample consisted of 42 members of the first year class at the University of Texas School of Social Work and their field instructors.
By using the Barrett-Lennard Relationship Inventory, the following specified dimensions of the field instructor-student relationship were measured: empathy, level of regard, unconditionality of regard, congruence, and willingness to be known.
The study was conducted during a 16-week block field instruction period, with measures taken at various points during this period.

Findings: Results indicated that students' perceptions of field instructors were more positive than the field instructors' perceptions of students, while field instructors showed greater awareness of students' perceptions than students did of field instructors' perceptions. In addition, students overestimated the positiveness of field instructors' perceptions, whereas field instructors underestimated the positiveness of students' perception.
It was also found that both students and field instructors during a 16-week

block of field instruction showed an increase in the positiveness of their perceptions and in awareness of the others' perceptions.

Finally, field instructor-student pairs showed high rank-order correlations of perceptions and changes in perceptions.

77. Role Expectations of First Semester Casework Students and Their Field Instructors
Herbert Strean
Columbia University (doctoral dissertation) 1968

Purpose: To examine mutual role expectations of first semester casework students and their field instructors, and to determine whether or not the congruity of these expectations was a crucial factor in the students' field work performance.

Methodology: The sample consisted of 43 first year casework students and their field instructors at the Rutgers Graduate School of Social Work during the 1967-68 academic year. (Of the 65 students in the total class, 9 were used in a control group and 13 were not available.) Expectations were studied along four dimensions: self-actualization, teaching, support, and power. Through the use of a series of personally administered questionnaires, subjects reported on their expectations five weeks prior to their encounter, and five, ten, and fifteen weeks after it.

Findings: Throughout the twenty weeks of the study, students and field instructors developed a strong consensus about which dimensions were of importance (namely, actualization and teaching), and their expectation scores moved consistently closer to each other.

Those instructors and students whose expectations converged reported more mutual satisfaction with each other, were more perceptive of each other's expectations, and the students in those dyads received higher grades in their field course. The findings thus confirmed that the congruity between the expectations of students and those of their field instructors was a crucial factor in the students' field work performance. It was also found that partners whose expectations scores converged were those who had similar years of experience in situations which were like field work instruction. However, other biographical data that were studied (such as sex and age) were not statistically associated with expectation scores.

79. A New Approach to Developing the Student's Strengths
Herbert A. Ott and Kenneth A. Griffithes
Social Casework, XLIV (3), March 1963, pp. 119-124.

Purpose: To clarify the concept of personal strength and developing methods of working with students, and to test the possibility of devising a method by which the social work student's professional functioning could be enhanced through the discovery, assessment, and development of his own strengths, resources, and potentialities.

Methodology: The study, the Personal Resource Development Project, was carried out at the University of Utah Graduate School of Social Work. Two randomly selected groups, ten students for each, served as experimental groups while two matched groups, also ten students each, formed control groups. California Psychological Inventory, Edward Personal Preference Schedule, and Personal Strength Questionnaire were research instruments.

Findings: (1) Individuals have strengths that are not fully utilized or are undiscovered or unrecognized, (2) the average individual is capable of making a survey of his personal strengths, and of selecting the specific areas in which to develop them more fully, (3) discovering the topography of one's strength and resources, either actual or potential, is in itself a strength process, and (4) group work method, procedures, and processes are of substantial value in the process of identifying and utilizing personal strength, resources, and potentialities.

80. Learning to Use the Self for Professional Service: A Study of Teachers' and Supervisors' Judgments on Social Work Students' Performance in Class and Field Work
Tybel Bloom
University of Pennsylvania (doctoral dissertation)
1960

Purpose: To explicate the nature and timing of observed change in the student's use of the self for a professional purpose through social work education.

Methodology: The study sample consisted of one class section of 19 students enrolled at the University of Pennsylvania School of Social Work from 1956 to 1958. The records of these students, including their teachers' and supervisors' periodic evaluations of student performance, were examined. Data were collected through a schedule which defined various professional social work activities involving the use of self.

Findings: The individuality of the student as well as particular time units emerged as significant in the development of the professional use of the self. Although each term of study reflected distinguishable features of observed change in student performance in relation to use of the self, there was also a general demarcation between first and second year development. Every student who successfully completed the Master's degree program (15 out of 19) showed some observable change in the use of himself, which appeared to consist of a developmental process consciously effected by the student.

81. Instructional Television Survey: 1966
Frank Norwood
Social Work Education Reporter
CSWE, XIV (4) December, 1966, pp. 22 and 62.

Purpose:	To discover the degree to which schools of social work in the United States and Canada are interested in and have available the facilities to use televised materials for instruction.
Methodology:	The CSWE with the assistance of the National Center for School and College Television prepared a questionnaire for gathering data. Replies were received from 65 schools of social work.
Findings:	71 percent of schools indicated that instrumental television is now available on the campuses, or will be available within the next two years. More than one third of the schools were "very interested" in the following curriculum areas: Human Behavior and Social Environment (48 percent), Casework (47 percent), Group Work (45 percent), Community Organization (43 percent), and Social Welfare Policy and Services (39 percent). The kind of materials in which the schools were "very interested" were: interview (39 percent) and group sessions (36 percent).

82. Social Work Students and Libraries
Eunice Lovejoy
Social Work Education, Bimonthly News Publication, XI (2), April 1963, pp. 1, 16-18.

Purpose:	To find out how schools of social work provide library orientation programs for students.
Methodology:	59 replies responded to a questionnaire sent to 62 schools of social work.
Findings:	In 32 schools, during orientation week or soon afterwards, a library staff member gave a lecture and tour varying in length from "very brief" to a half-day program. Eleven schools gave no formal initial instruction to students in the use of the library. In the remaining schools, various approaches were applied, including a talk by a faculty member.

Research on Institutional Characteristics and Inter-institutional Relationship in Social Work Education

83. Planning Professional Social Work Education in New York State 1968.
Laurin Hyde Associates
Laurin Hyde Associates, 1968
Purpose: To provide an up-to-date picture of social work education in New York State.
Methodology: Data were gathered by means of the following methods: (1) a review and analysis of schools' bulletins, annual reports, budgets, and other related documents, (2) interviews with deans of social work schools, and conferences with individuals with social work educational concerns.
Description: A comprehensive report on schools of social work in New York State concerning (1) characteristics of the schools and their objectives, programs, administration, student enrollment, faculty, field instruction, and costs, (2) geographical and demographic needs, criteria for establishing new schools planning their budgets, and (3) the demand for and supply of social workers.

84. Adaptation of the North American Model of Social Work Education to Honduras
Thomas Waltz
University of Minnesota (doctoral dissertation) 1966
Purpose: To determine whether the Honduran social worker, trained in the Honduras in social work education in the North American model would develop attitudes similar to the North American social worker.
Methodology: Two samples were compared: An experimental sample of all social work students and workers in Honduras (N=110) and a counterpart sample of graduate students at the University of Minnesota and NASW members in the state (N=252). A successional design was utilized to measure attitude changes throughout the professional development of the experimental group. Cross-cultural

change theories were utilized in developing hypotheses. The Oren-Kidneigh Social Workers Attitude Inventory was used to measure attitudes. A translated Spanish version and a modified scoring procedure were adapted.

Findings: It was found that no significant change in the attitudes of the experimental sample occurred as a result of their social work training. The Honduran and North American social workers held almost totally different attitudes toward persons and their social situations.

85. Autonomy in the Administrative Relationships of Professional Schools of Social Work in the United States to Their Universities and Colleges
Avis Lorraine Kristenson
Columbia University (doctoral dissertation) 1967

Purpose: Initial exploration concerning the question of the nature of and organizational relationships for the professional schools of social work to their parent institutions, with particular emphasis on the "autonomy" of the schools in making decisions of importance to their programs.

Methodology: Study sample included all of the accredited professional schools of social work in the United States as of July 1, 1964. Data were collected through review of the Accreditation Self-Study Report completed by each school for the Council on Social Work Education, review of other school documents, a mail-questionnaire to the dean of each school, unstructured interviews with deans of five representative schools and their immediate superiors in the central administration of the parent university or college, statistical and documentary information obtained through various sources such as the Council on Social Work Education, and informal discussion with faculty members at a number of schools as well as key persons in governmental and educational organizations.

Findings: A variety of patterns of relationships between the schools and their parent institutions were discerned; these patterns were found to be related to numerous characteristics such as the schools' location, size, auspices, etc. Distribution of authority for major decisions in main program areas and the relevant implications for organizational effectiveness were examined within the framework of sociological theory of formal organizations.

86. International Students in Education for Social Work: An Assessment of the Educational Experience by International Graduates of Schools of Social Work in North America, 1948-57.
Kenneth Murase
Columbia University (doctoral dissertation) 1961

Purpose: To assess the relevance of social work education in North America for international students.

Methodology: Data were collected by a mail questionnaire from a sample of 272 international graduates of North American schools of social work during the period 1948-57. Questionnaires were returned by 225 graduates.

Findings: Almost three fourths of all respondents were "definitely satisfied" with their over-all educational experience, with students from developed countries proportionately more satisfied than those from underdeveloped countries. Most graduates were found engaged in their first employment in social work education, family and child welfare, and health services. Graduates from developed countries tended to perform direct-service functions, while those from underdeveloped countries tended to perform functions in teaching, administration, consultation, and research. No major curriculum changes were indicated by the findings for students from developed countries. However, the findings suggested that for students from underdeveloped countries, emphasis should be placed upon content in social welfare policy and services, social welfare administration, community welfare planning, and social research.